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ABSTRACT

The introductory section of the first of two related guides provides information that describes and assists in teaching a curriculum on HIV (human immunodeficiency virus) and AIDS (acquired immune deficiency syndrome). The introduction discusses the scope of the problem and includes an overview of the curriculum, a review of teaching strategies, teaching tips, a sample letter to parents, and answers to questions solicited from students. Section 1 of the instructor's guide contains a set of lesson plans that coordinates with information and worksheets from the student guide. The lessons are presented in a suggested sequence that can be used for grades 5, 6, or 7. The six lesson titles and the analogous titles in the student guide are as follows: (1) How Infectious Diseases Spread (What is AIDS?); (2) HIV: An Infectious Disase (Who Has HIV Infection?); (3) HIV: Fact or Fiction (What Does HIV Do to the Body?); (4) The Last Time I Was Sick (What Are the Symptoms of HIV Infection?); (5) Protection against Disease (How Is HIV Infection Spread?); and (6) Saying No (How Can HIV Infection Be Prevented?). Section 2 of the guide contains different types of questions that can be used for evaluation. The appendix provides a listing of additional sources and a glossary of terms from the student guide. (JD)

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SP032 695

INSTRUCTOR'S GUIDE

2

A DISEASE CALLED AIDS

For Grades 5 through 7

Instructor's Guide

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A Project of the
Association for the Advancement of Health Education
an association of the
American Alliance for Health, Physical Education,
Recreation and Dance

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3. Enlist support in the development, implementation, and evaluation of health education programs.
4. Foster the development and program implementation of the philosophical basis of health education practices.
5. Promote and interpret research relating to school and community health education.
6. Promulgate criteria, guidelines, and evaluation procedures for assessing the effectiveness of preservice, inservice, and continuing professional education of health education personnel.
7. Determine curriculum needs and assist in the development and mobilization of resources for effective health education at all levels of education.
8. Facilitate communication between school and community personnel, and between professionals and the lay public, with respect to current health education principles, problems, and practices.
9. Provide leadership in establishing program policies criteria and evaluative procedures that will promote effective health education programs.
10. Inform the membership of current and pending legislation related to AAHE interests and, upon request, provide professional and technical assistance in drafting pertinent legislation and related guidelines.
11. Maintain effective liaison with other national health education organizations.

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INTRODUCTION

THE SCOPE OF THE PROBLEM

HIV infection and AIDS are major health and social issues for the world's population. Issues such as these touch all of our lives, including the lives of children. The drama of the HIV epidemic is displayed on television, radio, and in the newspapers. As children hear about AIDS, they naturally have questions and concerns. In dealing with the health issues surrounding HIV infection, students deserve information that is correct, straightforward, and appropriate. Such information is best presented within a comprehensive school health education program conducted by teachers who are adequately trained in the subject area. Comprehensive school health education is a planned, sequential instructional program for grades K through 12 that includes a variety of health topics relevant to the health needs of the students. Such programs establish a foundation for understanding the link between personal actions and health.

At present, there is no effective medical solution to HIV infection. Prevention is the only effective HIV control strategy. Therefore, reaching children before risky health habits are adopted is essential to prevention efforts. This curriculum can lead to the prevention of "at risk" behaviors by providing current, appropriate information about HIV infection in a framework designed to maximize student involvement. The curriculum is appropriate for children in grades 5 through 7 and is culturally sensitive as evidenced by illustrations, language, and scenarios that reflect a diversity of ethnic groups.

CURRICULUM DESCRIPTION

The introductory section of the *Instructor's Guide* provides information that describes and assists in teaching the curriculum. This section includes an introduction, an overview of the curriculum, a review of teaching strategies, teaching tips, a sample letter to parents, and answers to questions solicited from students in grades 5 through 7. Section I contains a six-session lesson plan that coordinates with information and worksheets from the *Student Guide*. The lessons are presented in a suggested sequence that can be used for grades 5, 6, or 7. When the curriculum is taught at more than one grade in the same school system, teachers should communicate which lessons are offered at each level. A suggested plan follows:

Grade 5 - Lessons 1, 2, 4, 5
- Use the first five scenarios about HIV for evaluation in Lesson #2

Grade 6 - Lessons 2, 3, 5
- Use the second five scenarios about HIV for evaluation in Lesson #2
- Use Option 1 for evaluation in Lesson #3

Grade 7 - Lessons 3, 4, 6
- Use Option 2 for evaluation in Lesson #3

Section II of the *Instructor's Guide* contains different types of questions that can be used for evaluation. An appendix contains a list of additional resources and a glossary from the *Student Guide*.

The *Instructor's Guide* accompanies the *Student Guide*. The first section of the *Student Guide* consists of student worksheets that complement the six lessons found in the *Instructor's Guide*. The second section contains information about HIV infection and AIDS in language written for students in upper elementary or middle school grades. A glossary comprises the third section of the *Student Guide*. The last page of the *Student Guide* is a resource list for HIV infection and AIDS information.

CURRICULUM OVERVIEW

The students learn about infectious disease by reading a poem, "Melissa McSick's Cold," and by diagramming how the cold was passed from one person to another. Glitter is used to demonstrate the ways germs can be spread. In the second lesson, students become familiar with HIV infection and demonstrate their knowledge through explaining answers to scenarios about HIV. Lesson three contains a role-play of an interview with HIV experts that helps students distinguish facts about HIV infection from myths. The "Fact or Fiction" game reinforces accurate information in a group activity. Lesson four enhances student awareness of the emotional and social impact of illness, including AIDS, by exploring feelings sick people experience. A role-play situation personalizes the emotions involved in being a friend to someone who has AIDS. Methods for protection against infectious disease are the focus of lessons five and six. Students practice refusal skills in confronting risky behaviors by writing their own captions for "ways to say no."

TEACHING STRATEGY REVIEW

A variety of instructional methods have been developed to involve students. The following section contains a description of the teaching strategies found in the curriculum.

BRAINSTORMING: Brainstorming can be used to initiate discussion or generate a variety of ideas. Students are asked to give their ideas on a topic without discussion or passing judgment. The goal is to get as many ideas as possible in front of the group. Brainstorming can take place during an allotted time or until all ideas have been exhausted. The teacher's role is to list all ideas on the chalkboard or butcher paper.

CLASS DISCUSSION: Class discussion can be used to begin a lesson, for review, or to clarify information. The teacher's role is to guide the discussion and to keep the participants "on task."

GROUP DISCUSSION: Group discussion uses small groups to provide information or analyze ideas while encouraging student interaction. In general, group size should range from two to six members. Group discussion works more smoothly if certain rules are followed: (1) all members have a responsibility (for example, leader, recorder, timer, observer, and reporter); (2) each group is assigned a specific task; (3) time allotments are given for the group task (using an egg timer can be helpful). The teacher's role is to move from group to group to answer questions and to handle any problems that might arise.

OVERHEAD TRANSPARENCIES: Overhead transparencies are used as a visual reinforcement to present or review information. The teacher's role is to become familiar with the information before displaying the transparency.

ROLE-PLAY: Role-plays actively involve students in learning concepts or practicing behaviors in a nonthreatening situation. Sometimes students are given a specific part to play. Other times they are asked to improvise. Provide time for the students to decide the action of the role-play, as well as how the role-play will end. Props can make the role-play more realistic and fun. Make time limits for the role-play clear to the players (three to five minutes is usually sufficient). The teacher should structure the role-play situation for the players and debrief the activity with the class.

WORKSHEETS: Worksheets may be used to present, reinforce, or review information. The teacher's role is to clarify instructions and serve as a resource person while students complete the worksheets.

TIPS FOR TEACHING *A DISEASE CALLED AIDS*

THE CLASSROOM ATMOSPHERE: The teacher should create a "caring" atmosphere in which students feel free to discuss individual concerns. Ground rules can be established to provide a positive and secure classroom environment. Such guidelines may include the following: (1) listen carefully to other students; (2) treat other students with respect and courtesy; (3) allow classmates to speak without interruption; (4) all questions are acceptable, no question is dumb or wrong; (5) everyone has the right to "pass" on personal questions he or she does not wish to answer. Teachers may encourage students to set their own guidelines for the classroom. In addition, a bulletin board or poster display of the guidelines can help to reinforce these ground rules.

MULTICULTURAL ISSUES: Although the basic factual information about HIV infection and AIDS is the same, regardless of the audience, HIV educators should use presentation techniques that are appropriate for the multicultural range of all students represented. Conducting needs assessments with other educators, members of the community, and the students can help to prepare for the diversity that exists within a community. HIV and AIDS education messages will not have maximum impact unless they take into consideration the educational needs brought about by differences among students, social environments, family life, personal lifestyles, attitudes, and beliefs.

POLICIES: Teachers who plan to provide HIV education for students must become informed about district policies and state mandates related to teaching about AIDS. These policies vary and will have an impact on lesson content and how that content is presented. Efforts should be made to involve the students' family members through preview nights, open house, and homework assignments. Information presented in the classroom will be more meaningful when it is also discussed in the home. A sample letter is provided to help involve parents. When teaching about sensitive issues, it is often advisable to obtain parents' permission before instruction begins.

Sample Letter to Parents

Dear Parent/Guardian,

Your child's class will soon begin to study about AIDS (acquired immunodeficiency syndrome). The curriculum contains lessons in which students will learn about infectious diseases, the cause of AIDS, how HIV (human immunodeficiency virus) is spread, the symptoms, and ways in which AIDS can be prevented.

We would like to invite you to attend a preview night on _____. At this time we will be sharing the curriculum materials we will be using and discussing issues regarding HIV prevention education.

We believe that information on HIV infection and AIDS is most meaningful when discussed at home where students have the opportunity to share what they have learned. We invite you to become a part of this education process. Please call if you have questions or desire additional information.

Sincerely,

(Signature of individuals who will be involved in the decision to provide HIV education. For example, the teacher, the curriculum coordinator, and the principal could sign.)

ANSWERS TO STUDENTS' QUESTIONS ABOUT HIV AND AIDS

(Solicited from Students in Grade 5-7)

WHAT IS AIDS?

What is AIDS?

AIDS is the end result of the infection caused by HIV (human immunodeficiency virus).

What is the difference between HIV infection and AIDS?

HIV infection and AIDS are serious health problems. AIDS is the result of a long process that begins with HIV infection. A person will not develop AIDS unless he or she has been infected with HIV. By preventing HIV infection, we can prevent future cases of AIDS.

Where did AIDS come from?

No one knows exactly how or where HIV started. Some scientists think that HIV is a mutation of a similar virus that is found in humans and other primates. There is disagreement among experts about where the virus began. Some believe that HIV infections first appeared in central Africa in the 1960s or 1970s. Many theories exist, though, and scientists may never discover the true origin of HIV.

When was AIDS discovered?

The disease called AIDS was not known about until 1981 when doctors began seeing unusual diseases in normally healthy individuals.

Why don't we know everything about AIDS?

AIDS is a relatively new disease, and, because it is still new, we do not know the answers to all questions about HIV infection yet. However, we do know most of the important information about AIDS and HIV. We know the following:

- HIV causes AIDS
- ways HIV is spread
- ways HIV is not spread
- how persons can protect themselves
- AIDS is a life-threatening condition

Is AIDS many diseases or one big disease?

HIV can cause many different symptoms. Because the virus attacks the immune system, the body becomes unable to defend itself from a variety of diseases. Some people may develop a type of skin cancer, some may get pneumonia, and others may suffer brain disorders. Even though the virus affects people in different ways, all persons who are infected with HIV and develop an illness as the result of the breakdown of the immune system have AIDS.

WHO GETS AIDS?

Do more children or older people have AIDS?

At present few children are infected with HIV (about 1 percent of AIDS cases). Most of the children who are infected with HIV acquired the virus from an infected mother during pregnancy or birth. Some children became infected with the virus from blood transfusions or blood products before 1985. Now blood is screened so that the blood supply is virtually safe.

What kind of people have AIDS?

All people, regardless of race, sex, or socioeconomic status, can become infected with HIV if they engage in behaviors that allow the virus to enter their bodies.

How many people have HIV infection?

The World Health Organization estimates that five to ten million persons in the world are infected with HIV. The U.S. Public Health Service estimates that one to one-and-one-half million people in the United States have HIV infection. Of these people, only a small percentage (about 100,000 people by August, 1989) have actually developed AIDS.

Will everyone in the world die of AIDS?

No. HIV can be spread from one person to another only through certain behaviors. Persons who do not engage in behaviors that may transmit the infection do not need to be afraid of becoming infected with HIV.

WHAT HAPPENS WHEN A PERSON BECOMES INFECTED WITH HIV?

How can you tell if someone is infected with HIV?

You cannot tell from a person's appearance that he or she is infected with HIV. Some persons with HIV infection appear healthy and feel well. The only way to determine HIV infection is through the results of blood tests that detect antibodies to HIV.

What part of the body does HIV damage?

HIV infects and destroys the T-helper cells of the immune system. T-helper cells are special white blood cells that protect a person from disease. When enough of these cells are destroyed, the immune system can no longer provide protection from disease. When the immune system is impaired, many other parts of the body are then affected by the opportunistic diseases.

What effect does HIV infection have on the body?

Many people who are infected with HIV may, at first, have no symptoms. As their disease progresses, they may develop symptoms such as extreme fatigue, fever, swollen lymph glands, loss of appetite, diarrhea, night sweats, and weight loss. If a person who has engaged in risky behavior has these

symptoms for more than two weeks, he or she may be infected with HIV. Only a physician can diagnose the disease.

As the infection progresses, HIV continues to damage the immune system and the infected person becomes susceptible to many diseases.

How long can a person with AIDS live?

Most people with AIDS die within two years after they are diagnosed as having AIDS; few survive longer than three years.

Can anyone survive with AIDS?

AIDS is considered a fatal disease, but scientists all over the world are working to find a cure for AIDS or a vaccine to prevent HIV infection. Even now better treatments are helping people with AIDS and HIV infection live longer.

HOW IS HIV INFECTION SPREAD?

How do you become infected with HIV?

HIV is spread in three ways: (1) during sexual intercourse; (2) from blood-to-blood contact (including sharing intravenous drug equipment); and (3) from an infected woman to her unborn or newborn child.

Is it easy to become infected with HIV?

No. HIV can survive outside the human body, but only for a short period of time. The virus cannot be spread through normal, daily contact. Therefore, a person can live with someone who is infected with HIV and not become infected. No one has become infected with the virus from touching, hugging, or even drinking from the same glass after someone who is infected with HIV.

Can a person become infected with HIV from kissing?

HIV is not transmitted through dry kissing. While it is theoretically possible to transmit the virus through "French kissing," there have been no documented cases of transmission through saliva. The only body fluids known to infect another person are semen, blood, and vaginal secretions. If both people kissing have open sores or cuts in their mouths, it is theoretically possible for one to infect the other with various germs. However, passing HIV this way has not been reported and is considered a remote possibility. No cases of family members becoming infected by kissing, hugging, or sharing eating utensils when caring for persons infected with HIV have been reported.

Does AIDS run in families?

HIV infection is not passed genetically from one generation to the next; however, the virus can be passed from an infected mother to her baby during pregnancy, birth, and possibly through breast-feeding.

Should people with AIDS stay away from other people?

No. There is no risk of becoming infected with HIV from casual contact. However, a person with HIV infection can transmit the virus to others through sharing intravenous drug equipment and sexual intercourse.

My parent is a health care professional. Can he or she get HIV?

Only a few health care workers have contracted HIV infection on the job. Because HIV cannot be spread through casual contact, health care workers are not in danger, except from "needle sticks" or when handling infected blood. Health care workers can protect themselves from infection by following the standard precautions such as wearing gloves when handling blood and other body fluids, and disposing of infectious material properly.

HOW CAN AIDS BE PREVENTED?

How can I keep from becoming infected with HIV?

A person can almost completely eliminate his or her risk of becoming infected with HIV by not having sexual intercourse and not using intravenous drugs. In a marriage, having sexual intercourse with a mutually faithful, uninfected spouse is a "safe" behavior.

What is being done to prevent the spread of HIV?

Major efforts are under way to develop treatments and a vaccine. However, at this time effective education about HIV is a primary way to prevent the spread of the virus.

HOW CAN PEOPLE WITH AIDS BE HELPED?

How can we help people with AIDS?

Persons who have AIDS need emotional support and understanding from the community. They also need access to medical care, social services, employment, educational opportunities, and housing.

How could AIDS affect a friendship?

Persons with AIDS are like anyone who is seriously ill. They must confront many fears and problems. People who are sick with AIDS need the emotional support and comfort that friends can give during times of crisis.

SECTION I

LESSON #1

TITLE: How Infectious Diseases Spread

PURPOSE: To assist students in understanding infectious diseases and how these diseases are spread from one person to another.

OBJECTIVE: The student will diagram the spread of an infectious disease and describe ways in which infectious diseases are transmitted.

MATERIALS:
- One bottle of glitter
- One copy of the *Student Guide* for each student
- Chalkboard and chalk

(Optional) - (1) overhead projector and screen and (2) transparency of "Melissa McSick's Cold" (from the master provided)

TIME: 30 - 40 minutes

BEFORE THE CLASS BEGINS:

Assign two students to serve as "infectious agents" at the beginning of the class. Choose students who enjoy being the center of attention and who don't become easily embarrassed. "Dust" the hands of the infectious agents with glitter and instruct each of them to shake hands with two other students before the lesson begins. Tell the two students to refrain from discussing the glitter and handshaking with others until they are identified in class.

CONDUCTING THE LESSON:

• Ask students to think about the last time they had a cold. Have the students indicate, by a show of hands, if any of them think they passed the cold on to a family member or a friend. Call on a few individual students to share information about who caught "their" cold.

• Write the following sentence on the chalkboard: "A dirty bandage can infect a cut." Define the word "infect" for the students ("to cause disease by allowing germs to enter"). Explain that diseases caused by germs can be spread from one person to another. These diseases are called infectious diseases. Write the word "infectious" on the chalkboard. Tell the students that the common cold, chicken pox, and flu are examples of infectious diseases. Explain that in today's class they will learn about how infectious diseases spread.

• Read the poem that follows, entitled "Melissa McSick's Cold," aloud to the class. Distribute a *Student Guide* to each student and instruct the class to label the diagram that shows how Melissa McSick's cold spread. Walk around the classroom as the students complete the diagram and give help to those who need it.

"Melissa McSick's Cold"

Melissa McSick was ill and in bed
With sore throat, and chills, and a pain in her head.
Mother McSick came and gave her a hug.
One sneeze and Melissa had passed on the "bug"!
Now J. T. McSick was next in the room;
One cough from his sis and the germ was his doom!
Sneezing at work, Mom McSick gave away
The cold germ to April and Joseph that day.
The next day at school brother sat in class.
He coughed twenty times and the germ he did pass
To Shari and Jim and poor Nate nearby-
He shared this cold germ without even a try!
And so, a cold can be easily spread.
A sum of eight people wound up in the bed.

betty m. hubbard

• (Optional) Have the students draw a face on the back of their worksheet to show how they felt the last time they were sick. Allow students to share their drawings or display them around the room.

• (Optional) After the students have completed their individual diagrams, display the overhead transparency, Melissa McSick's Cold, so each student can check his or her own diagram. Use the transparency to briefly discuss the spread of Melissa's infectious disease. Begin with Melissa and follow the spread of the cold to her mother (Mother McSick) through hugging and sneezing and her brother (J.T. McSick) through coughing. Trace the cold from Mother McSick to April and Joseph who work with her. Continue the spread of the cold from J.T. McSick to Shari, Jim, and Nate at school.

• Write the following sentence on the board: "A cold is caused by a very small germ called a *virus*." Explain that the cold virus can live outside the body. Tell the students that there are two people who are spreading the cold virus in the class! Point out the two students who have the "cold" and explain that the virus is being represented by glitter that was sprinkled onto the students' hands.

1. Ask the students how the virus would get on a person's hands. (Saliva droplets from coughing, sneezing, or touching the inside of the mouth or nose would contain the virus.)
2. Have all students check their own hands, clothing, desks, books, etc. to determine how many of the students have come into contact with the glitter.
3. Ask the students what has happened if they found glitter on their hands, clothing, or belongings. (You have come into contact with the "glitter" virus and could get sick.)

4. Ask them how they think the glitter came to be in these places. (It was spread from the two students' hands to other students' hands in handshaking. The glitter was then spread to objects that their hands touched.)
5. Ask the students how the glitter is like the germs that cause infectious diseases. (They are both spread from one person to another.)

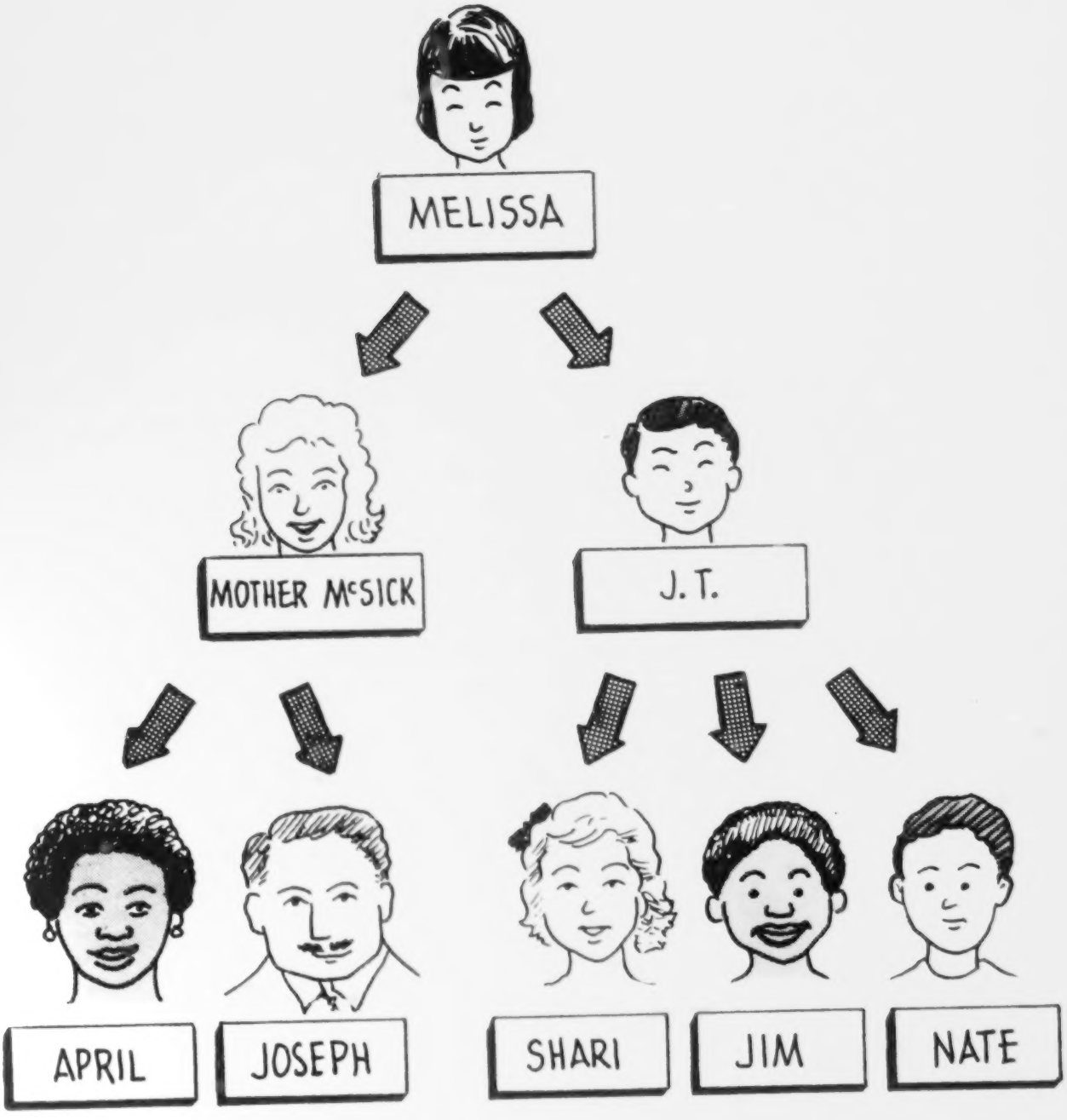
• Have the students brainstorm ways, other than shaking hands, in which the cold virus can be spread from one person to another. (For example: kissing, hugging, sneezing, coughing, talking, drinking after someone who is sick). After brainstorming, briefly discuss the ways in which the students have indicated the cold virus can be spread. Point out that a cold is *easy* to get because the virus can live outside the body and is spread in many different ways.

• Ask the students how the cold virus gets into the body to cause the cold when the virus is spread by shaking hands. (The virus enters the person's body through the nose, mouth, or a break in the skin.) Point out that it is the *virus* that causes the cold, NOT the way in which it is spread (e.g., the virus, not the hand shaking, causes the cold).

EVALUATION OF LESSON #1:

• Have the class turn to the worksheet entitled "Infectious Disease - How Much Do You Know?" in the *Student Guide*. Instruct each student to work with a partner to answer as many questions as they can in a five-minute period. Ask groups to volunteer to write the answers to the questions on the chalkboard. Debrief by discussing the information provided on the teacher key.

TRANSPARENCY MASTER



TEACHER REFERENCE

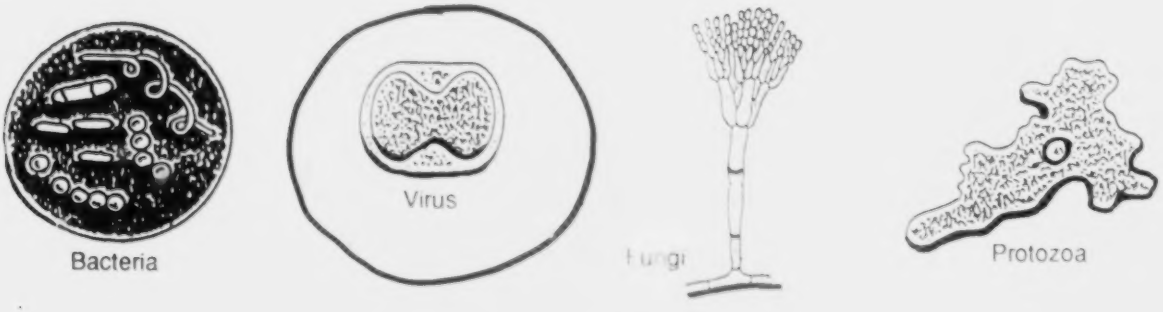
INFECTIOUS DISEASE: HOW MUCH DO YOU KNOW?

Let's see what you know about infectious diseases . . .

1. Some diseases (like the cold and chicken pox) can be spread from one person to another. These diseases are called *infectious*.

2. I learned that these *infectious diseases* are caused by *germs*. Listed below are some of the ways *germs* are spread:
   a. coughing
   b. sneezing
   c. hugging

   Let's see what some of these *germs* look like under the microscope.



3. Circle the picture that shows the group of germs that causes colds. Did you know there are more than 200 different kinds of germs in this group?

FOR INQUIRING MINDS: Do all germs cause disease?

No. Some bacteria are helpful like the bacteria that live in our intestines and help us digest our food. We usually call the microorganisms that cause disease "germs."

LESSON #2

TITLE: HIV: An Infectious Disease

PURPOSE: To provide information to students about HIV infection and AIDS.

OBJECTIVE: The student will discuss the cause, symptoms, transmission, and ways to prevent HIV infection.

MATERIALS:
- Butcher paper or poster board (one piece per group)
- One felt-tip marker for each group
- Masking tape for posting student work
- One copy of the *Student Guide* for each student
- One "question" box covered with wrapping paper with a slot cut into the top
- One index card per student

(Optional) - video about HIV infection

TIME: 40 - 50 minutes

BEFORE YOU BEGIN:

Familiarize yourself with the Teacher Information at the end of the lesson and the information on HIV infection and AIDS in the *Student Guide*.

CONDUCTING THE LESSON:

• Review the meaning of "infectious" disease with the students. Explain that you are going to divide the class into groups of approximately five students per group, give each group a sheet of butcher paper or poster board and a felt-tip marker, and allow a few minutes for each group to make a list of infectious diseases. Tell the students they may want to think of diseases they have had during their lives or diseases they have heard or read about. (It is not important that the students have an extensive list.) If there are no questions, organize the students into groups and let them begin the task. (Make sure that AIDS gets on at least one of the lists even if you have to suggest it. A list of infectious diseases for teacher reference follows.)

the common cold	influenza (flu)
chicken pox	measles
pneumonia	mononucleosis (mono)
head lice	scarlet fever
mumps	whooping cough
diphtheria	strep throat
hepatitis	polio

sexually transmitted disease (STD)

AIDS	gonorrhea
syphilis	herpes
chlamydia	HPV (genital warts)

(Note: Some students may be concerned that they do not know how to spell the diseases correctly. You may need to assist with spelling.)

• Have the groups post their lists and briefly review the diseases to (a) confirm that they are infectious, (b) identify some diseases the students have contracted, and (c) name the "newest" disease (AIDS). Reinforce the fact that AIDS is infectious, but is UNLIKE many common childhood diseases because it is NOT easily spread. Explain that the students will be learning about AIDS and how to avoid becoming infected with the virus that causes AIDS.

• Give a lecture or use a video or filmstrip to present basic HIV information. Be sure that the lecture or video answers each of the following questions:

- What is AIDS?
- Who has become infected with HIV?
- What does HIV do to the body?
- What are the symptoms of HIV infection?
- How is HIV infection spread?
- How can HIV infection be prevented?

• Have the students turn to the worksheet in the *Student Guide* entitled "Learning About HIV." Assign each student a partner to work with and allow a few minutes for the students to complete the worksheet. Have the students refer to the "HIV Infection and AIDS" section in the *Student Guide*. Explain that the answers to the questions on the worksheet can be found on these pages. Give the students time to check and correct their answers.

• Review the information presented by discussing the "Learning About HIV" worksheet. Emphasize that people who are not infected with the AIDS virus now, never have to be.

• Distribute one index card to each student. Tell the class that they will be learning about infectious diseases including AIDS, during the next few days. Instruct each student to write one question he or she would like to have answered about AIDS or other infectious diseases. Pass the question box around the class so each student contributes a question. Explain that the question box will be sitting out in the classroom for the next few days so that students can add their questions whenever they come to mind. Read the questions from the box before class and use them throughout the class period where they "fit." Doing so reinforces the importance and function of the question box.

(Note: Place the question box in a location that is easily accessible to students. Remind students daily that any questions about any disease can be placed in the box. Before answering the questions, look through the questions and formulate the answers in your own mind. Be sensitive to the issues that underlie the questions. You may want to "stuff" the box with some questions about important issues you feel need to be addressed.)

EVALUATION OF LESSON #2:

Divide the class into groups of four to five students per group. Distribute one of the following scenarios to each group. Allow a few minutes for group members to read the scenario, answer the question, and discuss the rationale for their answer. Have a spokesperson for each group read the scenario aloud and explain the group's answer.

SCENARIOS ABOUT HIV

1. Mr. Green had a blood test and found out he is infected with HIV. Mr. Green doesn't feel sick. Does this mean that the doctor who told him he is infected with HIV is wrong?

2. Rusty heard his mother say that one of his friends has AIDS. Rusty remembers that he shared a candy bar with this friend last week. Should Rusty be worried about getting AIDS?

3. Joe Cool thinks he knows everything. He told everyone there was HIV in the water fountains at school. Would you use the water fountains if you were a student at Joe Cool's school?

4. Marissa just heard that her best friend's mom is infected with HIV. Marissa has always spent Friday nights at her best friend's house. Can Marissa become infected with HIV by spending the night with her friend?

5. Elizabeth says that children with AIDS should not be allowed to come to school because everyone will become infected! Is Elizabeth right?

6. Raoul learned that HIV is spread through blood-to-blood contact. He knows that mosquitoes feed on blood and plans to buy lots of mosquito spray this summer. Will Raoul avoid becoming infected with HIV by using mosquito spray?

7. Aaron just moved to town and has made friends with a group of boys. These boys want him to join their club by becoming their blood brother. Could Aaron become infected with HIV by becoming blood brothers with these boys?

8. Eric always enjoys summer because there is no school and he loves to swim. Eric's best friend says HIV lives in liquids and there is plenty of liquid in swimming pools. Should Eric give up swimming for the summer?

9. Kylie is Tara's best friend. On Friday night they are planning to spend the night together and pierce each other's ears. Is there a danger of becoming infected with HIV from ear piercing?

10. Joanna's neighbor, Mr. Masterson, has AIDS. Her other neighbor, Ms. Fry, says that he got sick from being served food by someone who had AIDS. Should Joanna refuse to go out to eat with her family?

TEACHER'S KEY TO SCENARIOS ABOUT HIV

1. Mr. Green had a blood test and found out he is infected with HIV. Mr. Green doesn't feel sick. Does this mean that the doctor who told him he is infected with HIV is wrong?

   No. Many people who are infected with HIV feel well and have no symptoms. Only a special blood test can indicate whether or not a person has HIV infection.

2. Rusty heard his mother say that one of his friends has AIDS. Rusty remembers that he shared a candy bar with this friend last week. Should Rusty be worried about getting AIDS?

   No. HIV cannot be spread by sharing food or any other every day contact.

3. Joe Cool thinks he knows everything. He told everyone there was HIV in the water fountains at school. Would you use the water fountains if you were a student at Joe Cool's school?

   Yes. A person cannot get HIV by drinking from water fountains. HIV is only spread through sexual intercourse, blood-to-blood contact, or from an infected mother to her baby.

4. Marissa just heard that her best friend's mom is infected with HIV. Marissa has always spent Friday nights at her best friend's house. Can Marissa become infected with HIV by spending the night with her friend?

   No. HIV is not spread through every day contact. Even the family members of persons who have HIV infection have not become infected by taking care of people who are sick with HIV infection.

5. Elizabeth says that children with AIDS should not be allowed to come to school because everyone will become infected? Is Elizabeth right?

   No. No one can become infected with HIV by going to school with someone who has AIDS. Even touching, hugging, or sharing food cannot spread HIV.

6. Raoul learned that HIV is spread through blood-to-blood contact. He knows that mosquitoes feed on blood and plans to buy lots of mosquito spray this summer. Will Raoul avoid becoming infected with HIV by using mosquito spray?

   No. Mosquitoes cannot spread HIV. Raoul can protect himself from becoming infected with HIV by avoiding sexual intercourse and refusing to use drug needles.

7. Aaron just moved to town and has made friends with a group of boys. These boys want him to join their club by becoming their blood brother. Could Aaron become infected with HIV by becoming blood brothers with these boys?

   Yes. HIV can be spread through blood-to-blood contact. If one of the boys in the club were infected with HIV, Aaron could become infected if he allows the infected boy's blood to come into contact with his own blood.

8. Eric always enjoys summer because there is no school and he loves to swim. Eric's best friend says HIV lives in liquids and there is plenty of liquid in swimming pools. Should Eric give up swimming for the summer?

No. HIV lives in liquids INSIDE the human body. HIV cannot survive outside of the body.

9. Kylie is Tara's best friend. On Friday night they are planning to spend the night together and pierce each other's ears. Is there a danger of becoming infected with HIV from ear piercing?

Yes, if there is blood-to-blood contact. If one of the girls has HIV infection, the virus can be spread to the other girl from needles or other instruments that are used to pierce ears. Only sterile equipment should be used for piercing ears.

10. Joanna's neighbor, Mr. Masterson, has AIDS. Her other neighbor, Ms. Fry, says that he got sick from being served food by someone who had AIDS. Should Joanna refuse to go out to eat with her family?

No. A person cannot become infected through every day contact. HIV is not spread through touching, hugging, or even kissing.

TEACHER REFERENCE

LEARNING ABOUT HIV

INSTRUCTIONS: Answer the following questions about HIV.

1. AIDS stands for:
   - A Acquired
   - I Immuno
   - D deficiency
   - S Syndrome
2. AIDS is caused by a *virus* called human immunodeficiency virus (HIV)
3. HIV kills cells that are part of the *immune* system. (This system protects us from diseases.)
4. Name three ways HIV can be spread.
   1. Sexual intercourse*
   2. Blood-to-blood contact
   3. From an infected mother to her baby before, during, or shortly after birth
5. Name two ways you can avoid getting HIV infection.
   1. Not engaging in sexual intercourse (until able to have a faithful relationship with an uninfected person)
   2. Not using drug needles and syringes

*Sexual intercourse is defined as a type of sexual contact involving one of the following: (1) inserting a man's penis into a woman's vagina, called "vaginal intercourse"; (2) placing the mouth on the genitals of another person, called "oral intercourse"; or (3) inserting a man's penis into the anus of another person, called "anal intercourse."

LESSON #3

TITLE: HIV: Fact or Fiction

PURPOSE: To clarify factual information and identify common myths related to HIV infection.

OBJECTIVE: The student will differentiate between facts and myths related to HIV infection.

MATERIALS:
- One sign to identify each of the following characters (make signs to hang around students' necks):

Dr. Truth	Ms. Right
Dr. Fact	Mr. Scoop
Ms. Correct	Mr. Story

- Six copies of the Fact or Fiction script
- One chart or transparency of the "Four Questions" (see teacher reference)
- (Option 1) - (a) A deck of Fact or Fiction Cards for each team of students and (b) a prize for the winning team
- (Option 2) - One *Student Guide* for each student

TIME: 30 - 40 minutes

BEFORE THE CLASS BEGINS:

- Select six volunteers to read the role-play script between the four news correspondents and the two HIV experts. Assign the roles in advance so the role-players can practice reading the script. Position the role-players so they can be seen and heard by the students in the classroom.

- Familiarize yourself with the teacher background information at the end of the lesson.

CONDUCTING THE LESSON:

- Introduce the role-play by telling the students that today's lesson will examine important facts about HIV infection. Reveal the chart or overhead and point out the "Four Questions" students should listen for during the role-play. Have the players take their places and begin the role-play by serving as the moderator.

- Following the role-play, refer to the chart or overhead to conduct a class discussion of the "Four Questions."

- Direct the students' attention to the phone numbers on the last page of the *Student Guide*. Tell the students that anyone can call these numbers and get information about HIV infection and AIDS. Remind the students that you are also available to answer questions.

EVALUATION OF LESSON #3:

• Option 1 - Tell the students that they will play a game, Fact or Fiction, that will test their knowledge about HIV infection. Explain that you will divide the class into teams and distribute a deck of Fact or Fiction cards to each team. Explain that some of the cards have a fact printed on them and other cards contain a falsehood (fiction). Each team leader is to read each card aloud so the team can determine if the statement is a fact or fiction. The object of the game is to separate "fact" cards from "fiction" cards.

Distribute a deck of Fact or Fiction cards to each team and have the teams begin. When the teams have completed the task, have the team recorder check the team's stacks for accuracy as you review the "fact" and "fiction" statements. In reviewing the statements, address any concerns or questions that are generated by the students.

(Note: You may want to time this game and reward the first team to correctly identify the "facts" and "fictions" with a special privilege or other "prize.")

• Option 2 - Explain to the students that they will now have an opportunity to test their knowledge of HIV "facts." Have the students turn to the Fact or Fiction worksheet in the *Student Guide* and complete the worksheet. Review the correct answers for the statements and address any concerns or questions that the students generate.

FACT OR FICTION ROLE-PLAY SCRIPT

MODERATOR: Welcome to today's interview being broadcast live from television station KHIV. First, I would like to welcome our two experts on HIV infection. The experts' names are Dr. Truth and Dr. Fact. Also, I would like to introduce the news correspondents. They will be questioning the experts. Ms. Right, Ms. Correct, Mr. Scoop, and Mr. Story, welcome to our broadcast and thank you for being here. Ms. Correct, I understand that you have the first question.

MS. CORRECT: Thank you. Dr. Truth, can you tell me why there is so much fear about AIDS?

DR. TRUTH: Well, people are afraid of AIDS for several reasons. First, people know that AIDS is deadly and see many news reports in newspapers and on TV. Also, there are many false beliefs about how HIV infection is spread.

MS. RIGHT: Dr. Truth, can you give some examples of these false beliefs?

DR. TRUTH: Of course. Some people think a person can become infected with HIV by using public bathrooms, swimming pools, or standing in a crowded elevator with someone who is infected. We know that HIV is not spread in these ways.

DR. FACT: Yes, studies have shown that HIV cannot be spread by day-to-day contact. In fact, no cases have been found where the infection has been spread by touching family members who live with or care for people who are infected with HIV.

MR. SCOOP: Dr. Fact, what about children who go to school with children who are infected with HIV.

DR. FACT: No. They should not worry. Remember, HIV is not spread by being near or touching someone who is infected.

MR. STORY: I understand that HIV has been found in saliva and tears. Does this finding mean that kissing could spread the infection?

DR. TRUTH: It is true that HIV has been found in the saliva and tears of some people with HIV infection. However, the amount of virus found is very small. There have been no reported cases where the virus was passed through kissing.

MS. RIGHT: Some people are worried that insects, such as mosquitoes, can spread HIV. Would you comment on this idea, Dr. Fact.

DR. FACT: Certainly. There is no evidence that any insect is able to spread the virus. A person cannot become infected with HIV from bed bugs, flies, ticks, or lice. Remember, HIV cannot live outside the body. It can only be passed in three ways: through sexual intercourse with an infected person; by blood-to-blood contact with someone who is infected with HIV; and from an infected woman to her baby before, during, or shortly after birth.

MR. SCOOP: Thank you, Dr. Fact. Can you explain why doctors, dentists, ambulance drivers, and firefighters now wear gloves and masks to protect themselves from HIV?

DR. TRUTH: Well, Mr. Scoop, health care workers often come into contact with blood that contains the HIV. They are simply being careful to protect themselves from infection. A few health care workers have become infected with HIV. Most of those that have become infected were not following the "rules" for safe health care.

MS. CORRECT: Dr. Fact, can you help to clear something up for me? Will everyone who is infected with HIV die?

DR. FACT: That is a difficult question. Scientists don't know for sure. They do know that people who have AIDS usually die within a few years. However, new treatments are helping people with AIDS to live longer. We don't know if *everyone* who is infected with HIV will develop AIDS. We do know that a large number of persons who are infected will probably get sick and most will develop AIDS.

MR. STORY: Well, doctor, aren't HIV infection and AIDS the same thing?

DR. FACT: No. Anyone who has HIV in his or her body is infected. Most persons who are infected appear healthy and feel well in the beginning. As the immune system is weakened, they begin to have symptoms some of the time. It may take years before symptoms begin. Persons with AIDS have severe damage to their immune systems and develop diseases that are deadly.

MS. RIGHT: Dr. Fact, you just said that some people who are infected with HIV appear healthy and feel well. Do you mean that they may not know they are infected?

DR. FACT: That is correct. It may be eight to ten years before the person feels sick. In fact, people who are infected with HIV can spread it to other people and not even know it.

MODERATOR: I would like to ask Dr. Truth when a cure will be discovered.

DR. TRUTH: Scientists are trying to develop a cure for HIV infection. This work is very difficult and a cure is not expected in the near future. Right now, doctors can only treat the diseases that people get when their immune systems are damaged. I would like to say that, for now, learning how to avoid HIV infection is the best way we have to deal with the disease. Learning about HIV infection can help us make choices that will keep us from becoming infected with HIV.

MODERATOR: Thank you all for being a part of our program about HIV infection. This has been a public service broadcast from station KHIV.

TRANSPARENCY MASTER

Put the following questions on a transparency or chart. Use these questions to introduce the role-play and as the basis for class discussion following the role-play.

FOUR QUESTIONS

1. How is HIV not spread?

2. Are HIV infection and AIDS the same?

3. Can people who don't know they have the HIV infection spread the virus without knowing it?

4. Is there a cure for HIV infection?

FACT OR FICTION
(Teacher Information)

Fact Statements:

- No one has become infected with HIV by kissing.
- HIV can be spread through sexual intercourse.
- HIV can be spread by sharing drug needles.
- HIV can be spread from an infected mother to her unborn child.
- Persons who have AIDS have damaged immune systems.
- Some persons with HIV infection appear healthy and feel well.
- People who don't know they are infected with HIV can spread the virus without knowing it.
- A person can make choices that protect him or her from becoming infected with HIV.

Fiction Statements:

- A person can become infected with HIV by using public bathrooms.
- A person can become infected with HIV by swimming in pools.
- Going to school with someone who is infected with HIV is dangerous.
- Mosquitoes can spread HIV.
- AIDS and HIV infection are the same thing.
- Babies cannot have AIDS.
- You can become infected with HIV from sharing food.
- There is a cure for HIV infection.

CARDMASTERS

FACT OR FICTION

No one has become infected with HIV by kissing.

HIV can be spread through sexual intercourse.

HIV is spread by sharing drug needles.

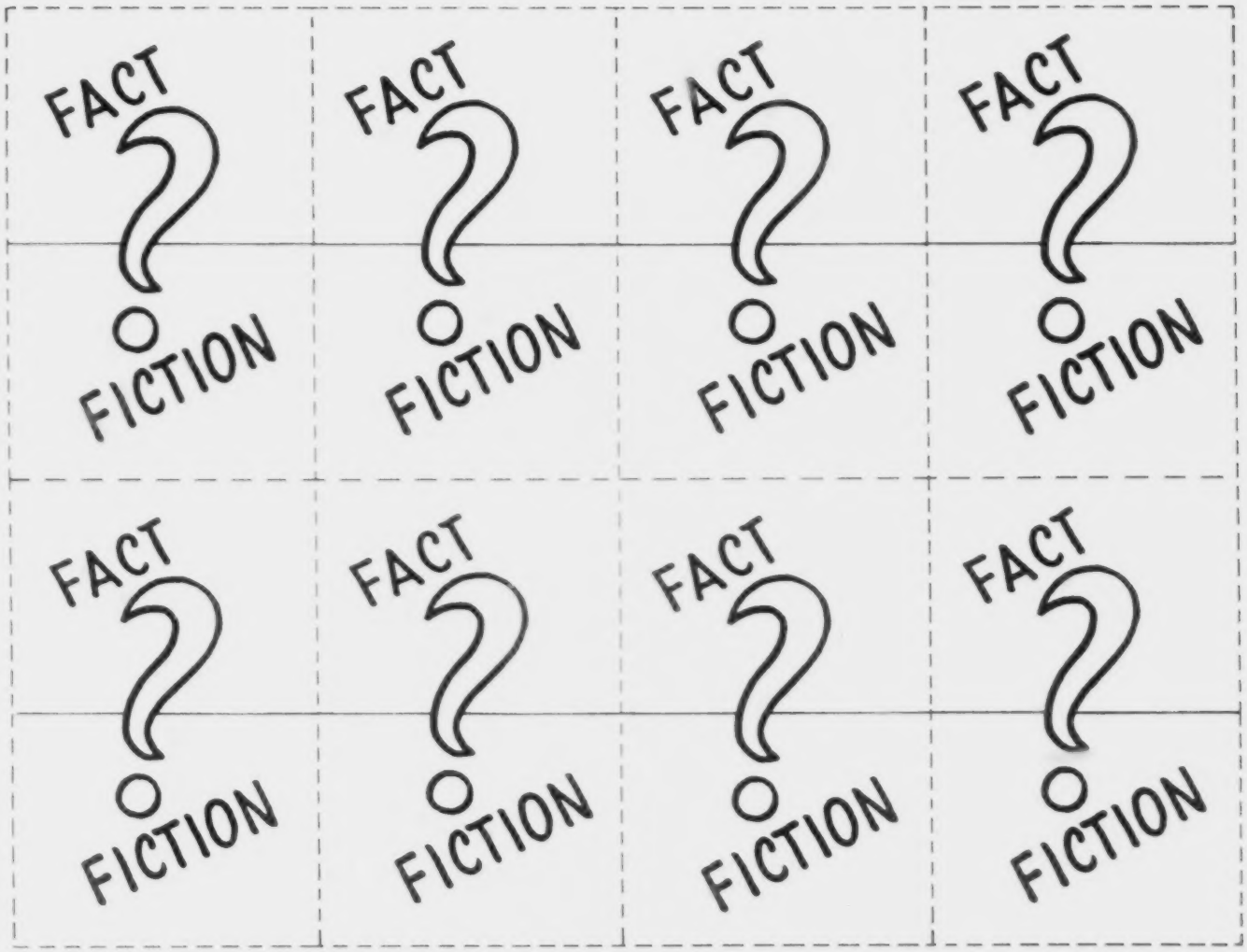
HIV can be spread from an infected mother to her unborn child.

Persons who have AIDS have damaged immune systems.

Some persons with HIV infection appear healthy and feel well.

People who don't know they are infected with HIV can spread the virus without knowing it.

A person can make choices that protect him or her from becoming infected with HIV.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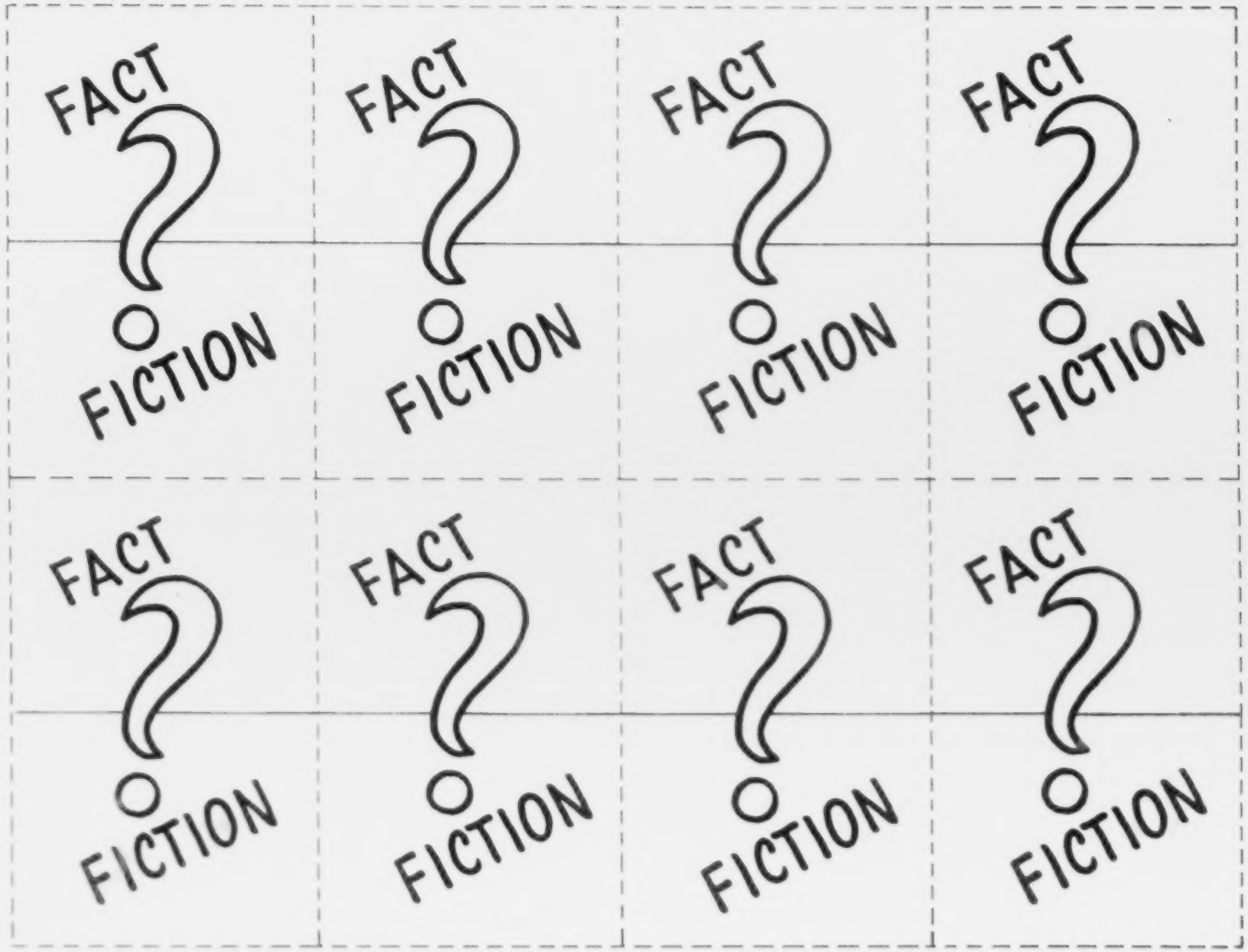
FACT OR FICTION

There is a cure for HIV infection.	A person can become infected with HIV by using public bathrooms.
AIDS and HIV infection are the same thing.	A person can become infected with HIV by swimming in pools.
You can become infected with HIV from sharing food.	Babies cannot have AIDS.
Mosquitoes can spread HIV.	Going to school with someone who is infected with HIV is dangerous.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TEACHER REFERENCE

HIV: FACT OR FICTION?

INSTRUCTIONS: Read each statement. Decide whether it is a FACT or FICTION.

	FACT	FICTION
1. No one has become infected with HIV by kissing.	X	
2. HIV can be spread through sexual intercourse.	X	
3. A person can become infected with HIV by using public bathrooms.		X
4. A person can become infected with HIV by swimming in pools.		X
5. Going to school with someone who is infected with HIV is dangerous.		X
6. HIV is spread by sharing drug needles.	X	
7. Mosquitoes can spread HIV.		X
8. HIV can be spread from an infected mother to her unborn child.	X	
9. AIDS and HIV infection are the same thing.		X
10. Babies cannot have AIDS.		X
11. Persons who have AIDS have damaged immune systems.	X	
12. Some persons with HIV infection appear healthy and feel well.	X	
13. You can become infected with HIV from sharing food.		X
14. People who don't know they are infected with HIV can spread the virus without knowing it.	X	
15. There is a cure for HIV infection.		X
16. A person can make choices to avoid becoming infected with HIV.	X	

LESSON #4

TITLE: The Last Time I Was Sick . . .

PURPOSE: To enhance student awareness of the emotional and social impact of illness.

OBJECTIVE: The student will describe ways to promote the emotional and social well-being of persons who are ill.

MATERIALS:
- A transparency of "Three Important Parts" (from teacher reference)
- One transparency marking pen
- Three pieces of butcher paper or poster board (print one of the following headings on each piece)
  - Physical symptoms
  - Emotions
  - Social changes
- Three felt-tip markers
- Masking tape to display student work
- One *Student Guide* for each student
- Pictures of people cut from magazines

TIME: 30 - 40 minutes

CONDUCTING THE LESSON:

• Begin the lesson by explaining that when a person gets sick, his or her health changes in many ways. Use the transparency, "Three Important Parts," to illustrate the concept of health. Write in the title (Physical, Emotional, Social) for each circle as you describe each of the three "parts" to the class. Explain that each person has three parts that compose his or her health. (1) The physical part is the body. Eating well, exercising, and getting enough sleep helps our bodies stay physically healthy. (2) The emotional part is our thoughts and feelings. Feeling good about who we are and the things that we do helps us stay emotionally healthy. (3) The social part is being with people we like and enjoy doing things with. Doing things and sharing ideas with others helps us stay socially healthy. When a person gets sick, the physical part of the person's health is not all that is changed. The emotional and social parts are also affected.

• Tell the students that you will divide the class into three groups and give each group a piece of butcher paper or poster board and a felt-tip marker. Explain that you will assign the following tasks to the groups: Group #1 is to brainstorm some of the physical symptoms a sick person might have (runny nose, sneezing, coughing, sore throat, fever, rash, itching, etc.); Group #2 is to brainstorm the emotions a sick person might have (sad, frightened, happy to miss school, disappointed to miss a ballgame, frustrated, bored, etc.); Group #3 is to brainstorm the social changes a sick person might have (not being able to play outside, being unable to see friends, can't go places or do things with family, has to stay home, has to go to the doctor or the hospital, etc .). Review the rules for brainstorming and answer any questions. Divide the class into groups, distribute materials, and allow several minutes for groups to complete the tasks.

• Have the groups post their lists and briefly review what each group has written. Explain that the next activity will build upon the work they have just done in the groups.

• Ask students to remember the last time they were sick. Have the students turn to the worksheet, "The Last Time I Was Sick," in the *Student Guide*. Have each student write the answer to the first three questions on the worksheet. Explain that parents, doctors, and nurses may be the only ones who can do things to help a person get well physically, but young people can do things to help a sick person emotionally and socially. Conduct a class discussion about things another person can do to improve emotional and social health when someone is sick. Use questions #2 and #3 from the worksheet as a basis for the discussion. Poll the class to determine "favorite" ways in which students want to be treated when they are sick.

• Display some pictures of healthy people, including a young person, cut from magazines. Ask the students which of these persons could be sick with AIDS. (All could have AIDS. A person with AIDS cannot be identified by how he or she looks.) Point out the picture of the child and ask: (1) How do you think this person would feel if he or she had AIDS? (scared, angry, sad, etc.) (2) How do you think this person would want to be treated if he or she had AIDS? (with kindness, the same as they were always treated, he or she would need a friend, etc.).

• Instruct the students to write the word "AIDS" in the blank as you come to questions #4 and #5 on the worksheet. Have the students complete each question and use the answers to stimulate class discussion on ways in which a person can show they care about someone who is sick with AIDS (call them on the phone, make or send a card, visit them, send a little present). Ask them if their answers would be any different if asked to fill in the blanks with cancer or appendicitis? Why?

EVALUATION OF LESSON #4:

• Assign five volunteers from the class to role-play the following situation. Read the situation aloud to the class and start the role-play as Ernesto joins the group. Instruct the observers in the class to look for ways in which the children in the group show they care for Ernesto.

ERNESTO AND LATANYA

Ernesto is an 11-year-old boy who has lived next door to Latanya for several years. They have always enjoyed being with each other and often walk to school together. Once, when Latanya was playing in a vacant lot and cut her arm, Ernesto ran all the way home to get help. Latanya feels Ernesto is nice and a good friend.

The children have just heard that Ernesto has AIDS. When the role-play begins, Latanya is approaching three friends, Jaci, Kate, and R.J.

LATANYA: (Walking up to Jaci, R.J., and Kate) Hi, everyone! What's going on?

KATE: Well. . . I guess you heard about Ernesto. I can't believe he is sick with AIDS! I would be so scared!

JACI: Hey, I heard about that too. You can bet that I'm not even going to *talk* to him. Count me out when it comes to people with AIDS.

LATANYA: Ernesto is my friend and I plan to keep it that way. I think he needs friends just as much, maybe more, than everyone else does.

R.J.: I just don't know what to think. I've only seen Ernesto once since I heard the news. He was playing baseball at the ballpark and I was riding my bike. I wasn't sure what to do, so I just waved and kept on pedaling.

JACI: (Looks up and sees Ernesto.) Uh oh, here comes Ernesto.

LATANYA: Hi, Ernesto.

ERNESTO: (Joins the group.) What's up? Does anyone want to meet at my house to watch videos on Friday night?

JACI: (Turns away from Ernesto.) Come on everyone, let's get out of here before we get sick.

LATANYA: I'm not going to get sick. (Puts her hand on Ernesto's shoulder.) I'm going to talk to my friend.

R.J.: Yeah, Jaci, Ernesto is our friend. I heard you've been sick, Ernesto. Were you in the hospital?

ERNESTO: I was in the hospital for a few days, but I'm better now. I found out I have AIDS.

KATE: I heard about that and I'm sorry you're sick. Is there anything I can do?

ERNESTO: Having good friends really helps. Now, is there anyone who wants to watch videos Friday night, or not?

JACI: Not me. I don't want to see anything *that* bad.

LATANYA: Well, I'm going. What time should I be there, Ernesto?

R.J.: I'll ask my mom if I can come.

KATE: I wish you would go with us, Jaci, but it's your choice.

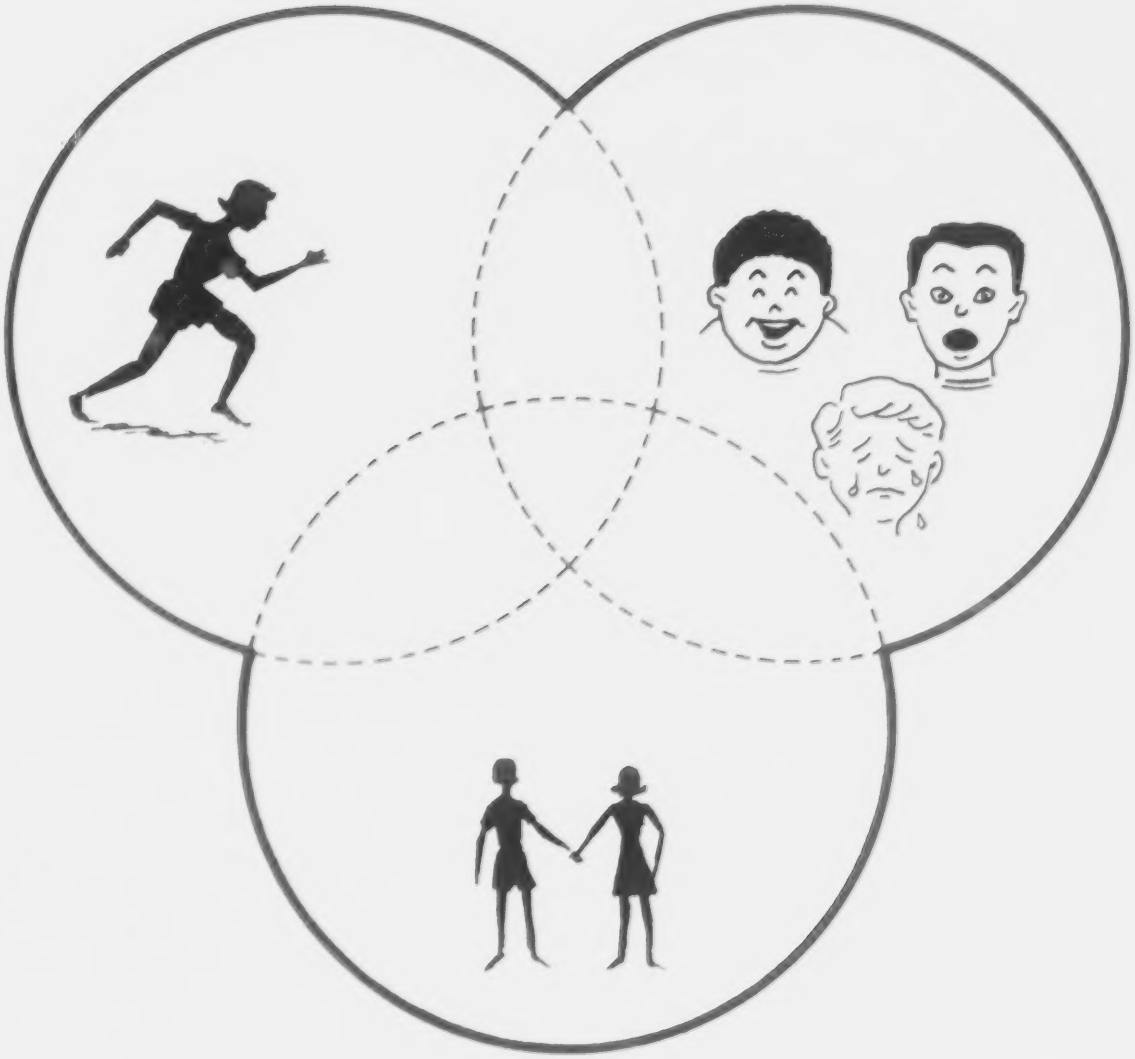
Following the role-play, ask the students to discuss (1) how Jaci treated Ernesto, (2) ways in which some of the young people showed that they cared about Ernesto, (3) how they think Ernesto felt in response to the comments that were made, and (4) ways in which Kate and R.J. supported Latanya's decision to continue her friendship with Ernesto.

EXTENSION:

Have the students complete the crossword puzzle, "Being Friends With Someone Who Has HIV Infection," in the *Student Guide*

TRANSPARENCY MASTER

Three Important Parts



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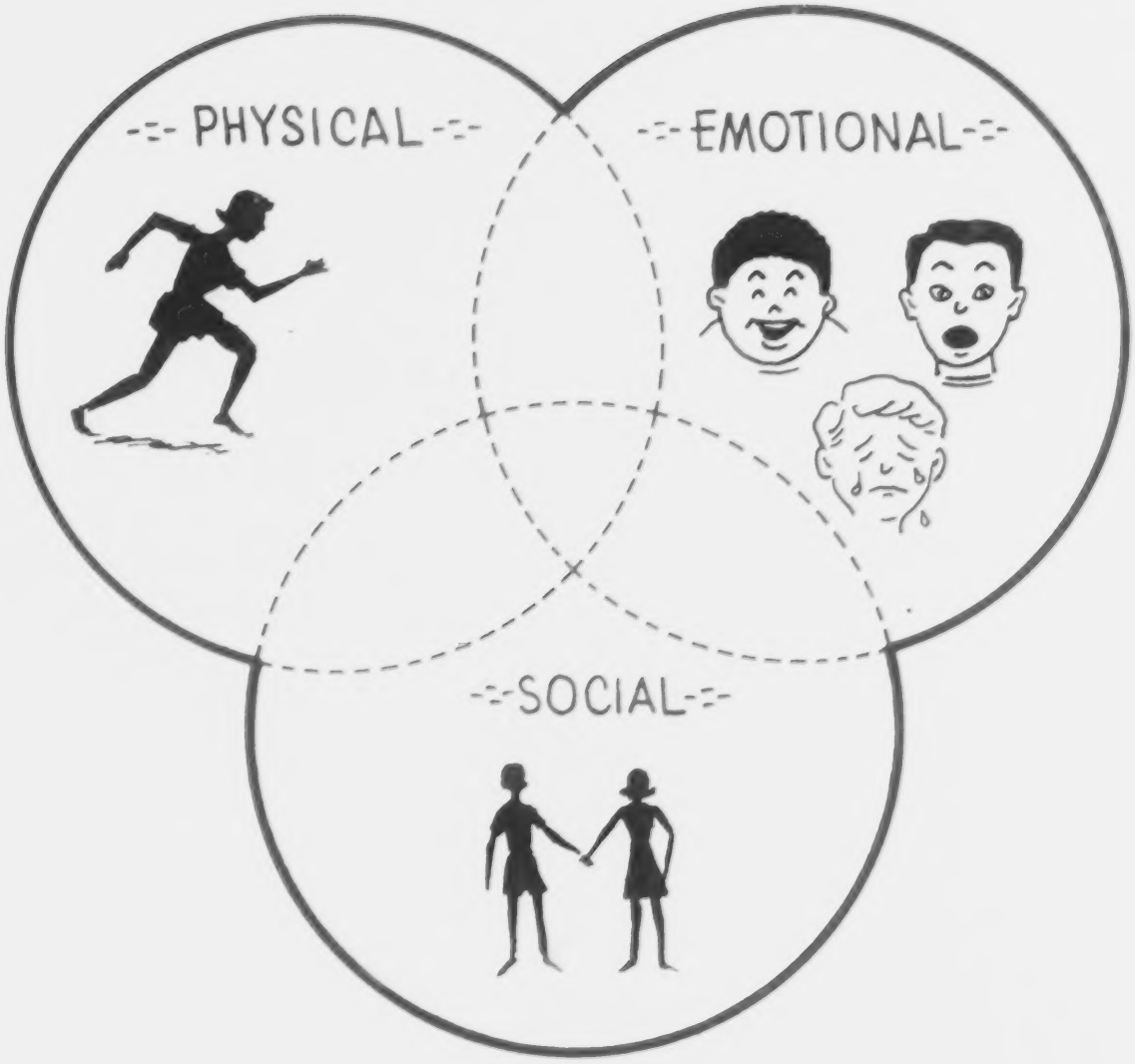

TEACHER REFERENCE

THE LAST TIME I WAS SICK. . .

1. My PHYSICAL symptoms were . . .	I felt the following EMOTIONS . . .	Ways my SOCIAL life changed . . .
a cough	sad	I couldn't play with my friends
a runny nose	angry	I couldn't spend the night with my friends
a sore throat	frustrated	

2. When I am sick, another person can help me feel better by . . .
   - sending me some flowers or a gift
   - coming to visit me (if the illness is not contagious)
   - getting my school work assignments

3. When I am sick, my social health can be improved by . . .
   - talking to my friends on the phone
   - getting a note from a friend

4. People who have A I D S could be helped by . . .
   - letting them know you care about them
   - being their friend

5. If I had a friend with A I D S , I would . . .
   - treat him or her like anyone else who is sick
   - visit him or her
   - listen to him or her

BEING FRIENDS WITH SOMEONE WHO HAS HIV INFECTION

There are many ways to help someone who has HIV infection. To find out more, fill in each blank below with one of the words from the list. Then fit the words into the crossword puzzle.

1. A person with HIV might feel _____ (2 down). I can help by being a _____ (6 across).
2. _____ (4 down) could do things together like going to a _____ (5 across) or _____ (7 across) bikes. Sometimes my friend may just want to _____ (1 across). I can be a good _____ (8 down).
3. If anyone makes _____ (9 down) about my friend, I can _____ (11 across) what I learned about HIV in _____ (10 down).
4. _____ (3 down) needs friends, just as I do.

WORD LIST

EXPLAIN	CLASS
MOVIE	EVERYONE
FRIEND	TALK
RIDING	WE
JOKES	AFRAID
LISTENER	

LESSON #5

TITLE: Protection Against Disease

PURPOSE: To assist students in understanding ways in which they can protect themselves from infectious disease.

OBJECTIVE: The student will identify methods for protection against infectious disease.

MATERIALS:
- Transparency of "Three Important Parts" (from the previous lesson)
- Chalkboard and chalk
- One *Student Guide* for each student
- Transparency of "Protecting Myself By Saying No"
- Information on local resources for AIDS information

TIME: 30 - 40 minutes

BEFORE YOU BEGIN:

- Become familiar with the information on the "Protecting Myself By Saying No" transparency master.

CONDUCTING THE LESSON:

- Write the word "protect" on the chalkboard and have the students brainstorm the meaning of the word. Use the students' ideas to write a "class" definition to use as the basis for the lesson (protect - to shield from injury or danger; to guard against harm).

- Draw the following protection continuum on the chalkboard and ask the students to indicate by a show of hands the number that describes their feeling about the statement above the continuum.

PROTECTION CONTINUUM

I can protect myself against infectious diseases.

1 2 3 4 5 6 7 8 9 10

- Display the transparency, "Three Important Parts," and review the concept of health that was discussed in the previous lesson. Tell the students that protecting oneself from disease means protecting oneself emotionally and socially, as well as physically. For example, a person who is having emotional or social problems may become physically ill. A person who is under a lot of pressure is less likely to eat properly (emotional health affecting physical health). Or a person who has had a fight with her friend may get a stomachache (social health affecting physical health).

- Have each student turn to the worksheet, "Protecting Myself Against Disease," in the *Student Guide* and complete the worksheet. Ask for volunteers to read aloud the information presented on the worksheet as the rest of the class follows along. Conduct a brief class discussion about ways to protect against disease. Offer students the opportunity to sign the pledge of protection.

• Review the three ways in which the HIV infection is spread. (Use the section "How Is HIV Infection Spread?" in the *Student Guide*.) Using this information, ask the students to identify the two items on the worksheet they feel offer the best protection against AIDS: (1) say no to sexual intercourse and (2) say no to drugs. Have the students draw a star by these two items on their worksheets.

• Ask students to volunteer to read aloud the section on HIV prevention (entitled "How Can HIV Infection Be Prevented?") from the *Student Guide*. Explain that every person has the right to protect himself or herself by saying "no" to sexual intercourse and drugs and that young people who make healthy choices deserve support from others for their decisions. Have students discuss some ways in which they can support others who are making healthy choices (such as telling them you think they are making a good choice, stand up for the person if you are in a group).

• Ask students to think about a situation in which they were pressured to do something they didn't want to do. Ask several volunteers to describe their situations, what was said, support they received, what they did, and how they felt about it. Explain that each person makes choices about protecting his or her health (for example, eating nutritious foods, talking about feelings with friends, and planning family activities). Tell students that they are going to practice some ways to handle situations in which they are pressured to do things that may risk good health.

• Display the transparency, "Protecting Myself By Saying No." Explain each way of saying "no" and conduct a brief class discussion by asking the following: (1) Give some examples of situations in which these ways of saying "no" could be used. (2) Which of these ways to say "no" do you think you would feel most comfortable using? (3) Could you use a combination of these different ways to say "no"? (4) How could you show support for someone who was saying "no"?

• Tell each student to find the "Write Your Own Way To Say No" worksheet in the *Student Guide*. Have the students brainstorm interpretations for each of the pictures (no to drugs, no to tobacco, no to alcohol, no to guns). Tell each class member to write his or her own captions using the five different ways to say "no." Display the finished worksheets so the students can view one another's work.

• Instruct the students to write the number from the Protection Continuum that now indicates their feelings about the statement. Have them compare their current number with the number from the beginning of the class. Ask the following questions: (1) Did anyone change his or her mind? (2) Why do you think your feelings did or did not change?

EVALUATION FOR LESSON #5:

Have the students turn to the "Protecting Myself Against Disease" worksheet in the *Student Guide*. Tell each student to circle the one item from each checklist (physical, emotional, and social) they feel they most need to improve.

EXTENSION:

Have the students complete the "HIV Infection Word Search" in the *Student Guide*.

PROTECTING MYSELF BY SAYING "NO"

1. Say "no" and nothing else
(it's your right)

2. Say "no" and explain your reason

3. Say "no" and suggest doing something else

4. Say "no" by reversing the situation
(if you were my friend, you wouldn't
ask me to)

5. Say "no" through your actions
(avoid or leave the situation)

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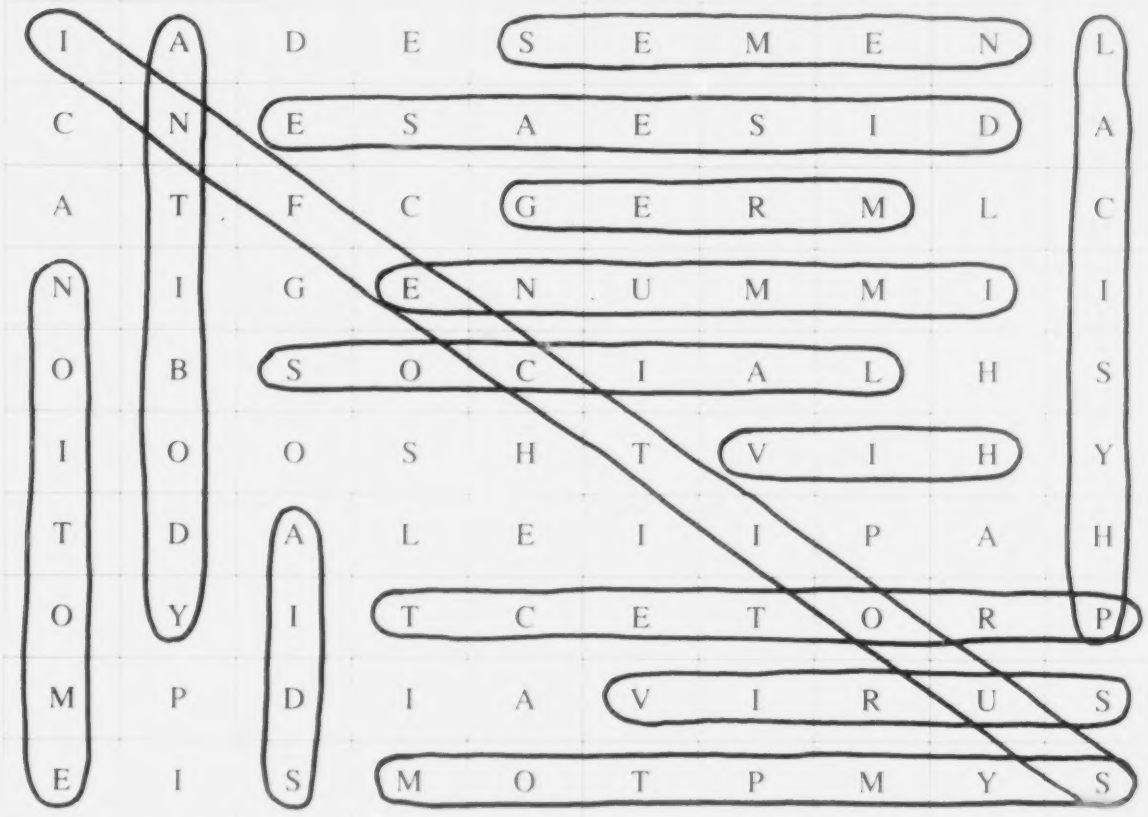
HIV INFECTION WORD SEARCH

DIRECTIONS

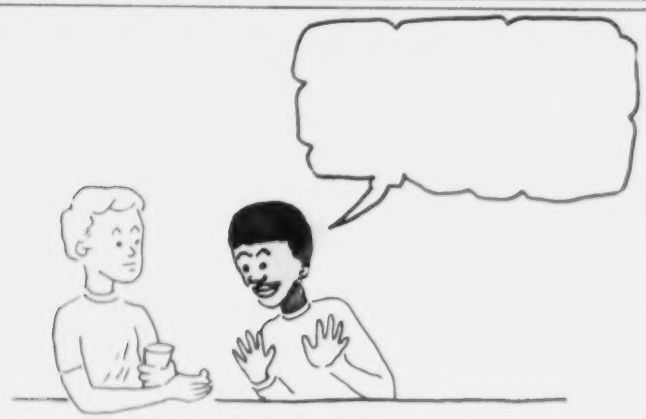
All the words listed below can be found somewhere in the puzzle—horizontally, vertically, diagonally, even backwards. Find them and circle the letters.

AIDS	GERM	PHYSICAL	SYMPTOM
ANTIBODY	HIV	PROTECT	VIRUS
DISEASE	IMMUNE	SEMEN	
EMOTION	INFECTIOUS	SOCIAL	


I A D E S E M E N L
C N E S A E S I D A
A T F C G E R M L C
N I G E N U M M I I
O B S O C I A L H S
I O O S H T V I H Y
T D A L E I I P A H
O Y I T C E T O R P
M P D I A V I R U S
E I S M O T P M Y S

NAME _____

Write your own way to say "NO"



* SAYING NO TO DRUGS. *

* SAYING NO TO TOBACCO. *

* SAYING NO TO ALCOHOL. *

* SAYING NO TO PLAYING WITH GUNS. *

LESSON #6

TITLE: Saying No

PURPOSE: To help students develop skill in saying no to choices that may be a risk to good health.

OBJECTIVE: The student will practice saying no to situations that may be risks to good health.

MATERIALS:
- Transparency of "Protecting Myself By Saying No" (from the previous lesson)
- One *Student Guide* for each student

TIME: 30 - 40 minutes

CONDUCTING THE LESSON:

- Ask the class the meaning of the following saying: "practice makes perfect" (the more you practice, the better you will be able to perform). Now ask the class to brainstorm reasons why a person should practice saying no. (Saying no can be hard. You can get better at saying no if you practice. If you don't say no when you want to, you may feel bad about yourself.) Tell the class that saying no can be hard when you feel a lot of pressure to say yes. Explain that today's lesson will give practice in saying no to situations that may be risks to good health.

- Explain that you will give the students some situations so they can practice ways to say no. Tell them that the first situation is an example. Read aloud the following scenario.

RAE

Rae has gone to the park to meet some other friends from school. She is meeting them at the river. When Rae gets to the river, she sees that her friends have gone swimming even though the sign says "No Swimming Allowed - Swift Currents." Rae doesn't want to swim, but her friends say, "Come on in. Are you afraid?" What would you say or do?

- Use the transparency, "Protecting Myself By Saying No," and have the students suggest responses to the scenario following the suggested five ways to say no. As you discuss possible responses, ask the students: (1) Have you ever used this way to say no? (2) What was the result? (3) What would you say or do if someone said no to you in this way?

- Explain that the students will now practice saying no. Have the students turn to the worksheet, "I Can Say No," in the *Student Guide*. Tell the students that they will work in small groups to choose one way to say no to each argument. If there are no questions, divide the students into triads and give them time to complete the worksheet. When they have finished, have the groups share the ways to say no with the class. Try to cover as many responses to each argument as possible.

- Choose two of the situations for volunteers to role-play. Have them role-play saying no, as well as the argument. Following the role-play ask: (1) How did the student say no? (2) Did the student receive support for his or her choice? (3) Was the role-play realistic? (4) How did the actors feel?

• Ask students how they feel when they do things they don't want to, just because someone else tells them to (sad, angry, embarrassed, weak). Remind students that saying no is not always easy. Standing up for yourself will help you feel good about yourself. Standing up for others who make healthy choices will also make you feel proud.

EVALUATION FOR LESSON #6:

• Have each student write a situation that demands a response. It can be a situation that actually happened or one that could happen. After the students have completed the situations, have them write a "code" name on the paper so they can be identified later. Shuffle the situations and distribute them so that no one receives his or her own. Have the students read the situation and write a way to say no. When the students have completed the task, take the papers up and privately read the responses. Make any additional remarks or suggestions as necessary before returning the situations to the authors. Return the papers by placing them on a table so that the codes are visible.

SECTION II

TEST QUESTIONS

Test questions are presented here for those teachers who want to conduct a written evaluation of students' knowledge and attitudes. The selection of questions should be based upon the classroom situation, language skills, and developmental level of the students.

True or False:

T 1. AIDS is caused by a virus.

F 2. All persons who become infected with HIV have AIDS.

T 3. There is no cure for AIDS.

T 4. HIV can be spread by sharing drug needles.

F 5. It is possible to tell if someone is infected with HIV by looking at him or her.

F 6. A person can become infected with HIV from insect bites.

T 7. A woman can become infected with HIV from having sexual intercourse with an infected man.

F 8. A person can become infected with HIV from giving blood.

F 9. Sexual intercourse is the only way HIV can be spread.

T 10. HIV infection can be prevented.

T 11. A person must get a special blood test to find out if he or she is infected with HIV.

T 12. Very few doctors and nurses have become infected with HIV by caring for AIDS patients.

T 13. HIV affects the immune system.

F 14. A person can become infected with HIV by playing basketball with someone who has AIDS.

F 15. Everyone who is infected with HIV feels sick.

T 16. Babies can be infected with HIV.

Multiple Choice:

c 1. Which sentence about HIV infection is **TRUE**?
   a. HIV is spread through hugging.
   b. Babies cannot have HIV infection.
   c. HIV attacks the immune system.

a 2. The best way to prevent HIV infection is to
   a. not use intravenous drugs
   b. not share lockers
   c. have regular checkups

b 3. All people who are infected with HIV have
   a. tiredness, weight loss, and swollen glands
   b. HIV infection
   c. AIDS

a 4. Persons who (1) are infected with HIV, (2) have few T-helper cells, and (3) develop diseases a healthy person would not get
   a. may have AIDS
   b. can be cured
   c. are not able to spread the infection to others

c 5. HIV can be spread to
   a. adults only
   b. men only
   c. people of all races

c 6. HIV infection can NOT be spread by
   a. sexual intercourse
   b. sharing needles
   c. sharing food

c 7. AIDS is caused by
   a. mosquitoes
   b. blood
   c. a virus

Life Situations:

1. Deanna and Carlos are good friends, but they go to different schools. Deanna knows that Carlos has been studying about HIV and AIDS. She asks Carlos how she can keep from getting AIDS. What should Carlos tell Deanna?

2. Susan is in a store with some friends who are shoplifting. Her friends dare her to take a candy bar. They say, "You aren't our friend if you don't take one." What should Susan say and do?

3. Shane and Joey have been friends since the first grade. They have always played together and shared their secrets. Shane tells Joey that his father has AIDS. What can Joey do to help?

4. Clay and Ben are playing Nintendo at Todd's house. Todd pulls a beer out of his closet and pops the top. He takes a drink and hands the beer to Clay. Clay takes a drink and passes the beer to Ben. What would you tell Ben to say?

5. A group of your friends are talking about Elizabeth. She is absent a lot because she has AIDS. How should you tell your friends to act around Elizabeth?

6. Gina and Lauren are waiting for their parents to pick them up after gymnastics practice. They finished practice early and know it will be at least 15 minutes before their parents arrive. Gina takes a cigarette out of her purse and lights it. As Gina lights up she says, "My big sister gave me these. Want to share it?" What should Lauren do?

This inventory can be used as a survey of attitudes before or after instruction. Students may enjoy comparing their pre and postinstruction answers and discussing which answers changed and why.

THINKING ABOUT HIV INFECTION AND AIDS

For each idea, circle the word that describes how you feel. This test is not for a grade. It is to help you understand some of your feelings about AIDS and HIV infection.

1. I am worried that I might get AIDS.	yes	don't know	no
2. More money should be spent to find a cure for HIV infection.	yes	don't know	no
3. Children need to learn about HIV infection and AIDS.	yes	don't know	no
4. Students with AIDS should not be allowed to go to school.	yes	don't know	no
5. I would be friends with someone who has AIDS.	yes	don't know	no
6. More kindness should be shown to people with the HIV infection.	yes	don't know	no
7. I would not want to be in the same room with someone who had AIDS.	yes	don't know	no
8. I can protect myself from getting sick with AIDS.	yes	don't know	no

If you circled (no) on questions #1, #4, and #7, and circled (yes) on questions #2, #3, #4, #5, #6, and #8, you show feelings that help prevent problems from HIV infection and AIDS.

APPENDIX

RESOURCES

HIV and AIDS Education Resources

There are many national resources available to assist educators in HIV and AIDS education. These resources can provide current facts about the HIV epidemic, educational materials, and teaching strategies. A few of the national organizations publish journals or newsletters that often list current materials and professional preparation opportunities and feature articles about HIV infection.

NATIONAL HOTLINES

National AIDS Information Line
1-800-342-AIDS (English-speaking)
1-800-344-SIDA (Spanish-speaking)
1-800-AIDSTTY (Hearing impaired)

National Institute on Drug Abuse
1-800-662-HELP

NATIONAL CLEARINGHOUSE

National AIDS Information Clearinghouse
P. O. Box 6003
Rockville, MD 20850
1-800-458-5231

COMPUTERIZED BIBLIOGRAPHIC DATABASE

AIDS School Health Education Subfile on the Combined Health Information Database (CHID)
(Contains programs and curricula; health policies, regulations, and guidelines; and materials for schools. Managed by the U.S. Public Health Service.)

BRS Information Technologies, Div. of Maxwell Online
8000 Westpark Dr.
McLean, VA 22102
1-800-289-4277

NATIONAL ORGANIZATIONS

American Association of School Administrators
1801 North Moore Street
Arlington, VA 22209
(703) 528-0700

American College Health Association
1300 Piccard Drive, Suite 200
Rockville, MD 20855
(301) 963-1100

American Federation of Teachers
555 New Jersey Avenue, NW
Washington, DC 20001
(202) 879-4490

American Foundation for AIDS Research (AIDS Information Resources Directory)
1515 Broadway, Suite 3601
New York, NY 10036
(212) 719-0033

American Medical Association
535 North Dearborn Street
Chicago, IL 60610
(312) 645-5334

American Red Cross
National Headquarters
17th and E Streets, NW
Washington, DC 20006
(202) 737-8300

American School Health Association
National Office
P. O. Box 708
Kent, OH 44240
(216) 678-1601
(Journal: *Journal of School Health*)

Association for the Advancement of Health Education (an association of the American Alliance for Health, Physical Education, Recreation and Dance)
1900 Association Drive
Reston, VA 22091
(703) 476-3437
(Journal: *Health Education*)

Center for Population Options
1012 14th Street, NW, Suite 1200
Washington, DC 20005
(202) 347-5700

Council of Chief State School Officers
Resource Center on Educational Equity
400 N. Capitol Street, NW, Suite 379
Washington, DC 20001
(202) 393-8159

ETR Associates
P. O. Box 1830
Santa Cruz, CA 95061-1830
(800) 321-4407
(Journal: *Family Life Educator*)
(Catalog on AIDS and family life education materials)

Hispanic AIDS Forum
121 Avenue of the Americas, Suite 505
New York, NY 10013
(212) 966-6336

Minority Task Force on AIDS/National Council of Churches
475 Riverside Drive, Room 572
New York, NY 10115
(212) 870-2385

National Association of People with AIDS
P.O. Box 18345
Washington, DC 20006
(800) 673-8538

National Association of State Boards of Education
1012 Cameron Street
Alexandria, VA 22314
(703) 684-4000

National Coalition of Advocates for Students
100 Boylston Street, Suite 737
Boston, MA 02116-4610
(617) 357-8507

National Coalition of Hispanic Health and Human Services Organizations
1030 15th Street, NW, Suite 1053
Washington, DC 20005
(202) 371-2100

National Commission on Correctional Health Care
2105 N. South Port, Suite 200
Chicago, IL 60614
(312) 528-0818

National Education Association
100 Colony Square, Suite 200
Atlanta, GA 30361
(404) 875-8819

National Network of Runaway and Youth Services, Inc.
1400 I Street, NW, Suite 330
Washington, DC 20005
(202) 682-4114

National Organization of Black County Officials
440 First Street, NW, Suite 500
Washington, DC 20001
(202) 347-6958

The National PTA
700 North Rush Street
Chicago, IL 60611
(312) 787-0977

National Rural and Small Schools Consortium/National Rural Development Institute
Miller Hall 359, Western Washington University
Bellingham, WA 98225
(206) 676-3576

National School Boards Association
1680 Duke Street
Alexandria, VA 22314
(703) 838-6765

San Francisco AIDS Foundation
333 Valencia Street, 4th Floor
San Francisco, CA 94103
(415) 864-4376
(AIDS Educator: A Catalog of AIDS Educational Material)

Sex Information and Education Council of the U.S. (SIECUS Information Service and Library)
New York University
32 Washington Place
New York, NY 10003
(212) 673-3850
(Newsletter: *SIECUS Report*)

NEWSLETTERS

AIDS Alert
American Health Consultants
67 Peachtree Park Drive, NE
Atlanta, GA 30309
(404) 351-4523

The AIDS/HIV Record
BIODATA Publishers
1347 30th Street, NW
Washington, DC 20007
(202) 393-AIDS (2437)

AIDS Targeted Information Newsletter
Williams & Wilkins
428 E. Preston Street
Baltimore, MD 21202
(800) 638-6423

AIDS Literature & News Review
University Publishing Group
107 E. Church Street
Frederick, MD 21701
(800) 654-8188

GLOSSARY

ABUSE - Wrong use.

AIDS (acquired immunodeficiency syndrome) - A disease caused by a virus that damages the body's immune system.

ANTIBODIES - Substances in the blood that fight disease.

BACTERIA - Microorganisms (germs); some are helpful and some can cause disease.

EMOTIONAL - Having to do with feelings.

EMOTIONS - Feelings.

HIV - Human immunodeficiency virus; the virus that causes AIDS.

HIV INFECTION - Having HIV.

IMMUNE SYSTEM - The body system that protects a person from disease; consists of special cells in the blood and body fluids.

IMMUNIZATION - A medicine that protects from disease.

INFECTIOUS - Catching; tending to spread.

KAPOSI'S SARCOMA (KS) - A cancer that is sometimes seen in persons with AIDS. It appears as pink or purple spots on the skin.

PHYSICAL - Having to do with the body.

PNEUMOCYSTIS CARINII PNEUMONIA (PCP) - A lung infection usually caused by a protozoa. It is the most common cause of death for persons with AIDS, but it is rare in people with healthy immune systems.

PROTECT - To shield from injury or harm; to guard.

PROTOZOA - One-cell microscopic organisms; some can cause disease.

RARE - Uncommon; unusual.

SEXUAL INTERCOURSE - Sexual contact between two people.

SOCIAL - Having to do with human beings living together.

STERILE - Free from microorganisms (germs).

SYMPTOMS - Changes in a person's health that can be seen or felt.

T-HELPER CELLS - Cells that are part of the immune system.

TRANSFUSION - The transfer of blood from one person to another.

VIRUS - The smallest organism that can cause disease.

Association for the
Advancement of Health Education

American Alliance for
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Recreation and Dance
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A DISEASE CALLED AIDS

STUDENT GUIDE

A DISEASE CALLED AIDS

STUDENT GUIDE

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Illustrated by Jerry D. Poole, Ed.D.

A Project of the
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U.S. Centers for Disease Control

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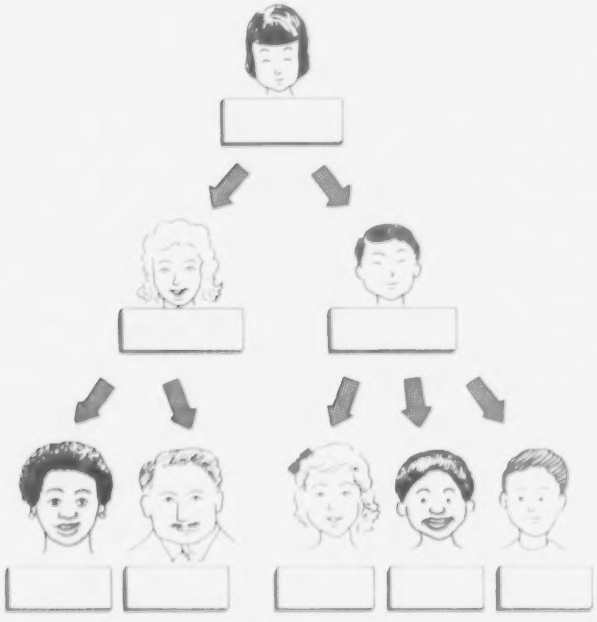
WORKSHEETS

MELISSA McSICK'S COLD

INSTRUCTIONS: Show how Melissa's cold spread to others. Use the names from the poem to label the persons in the pictures.

Melissa McSick was ill and in bed
With sore throat, and chills, and a pain in her head.
Mother McSick came and gave her a hug.
One sneeze and Melissa had passed on the "bug"!
Now J. T. McSick was next in the room;
One cough from his sis and the germ was his doom!
Sneezing at work, Mom McSick gave away
The cold germ to April and Joseph that day.
The next day at school brother sat in class.
He coughed twenty times and the germ he did pass
To Shari and Jim and poor Nate nearby—
He shared this cold germ without even a try!
And so, a cold can be easily spread.
A sum of eight people wound up in the bed.

betty m. hubbard



INFECTIOUS DISEASE: HOW MUCH DO YOU KNOW?

Let's see what you know about INFECTIOUS diseases . . .

1. Some diseases (such as the cold and chicken pox) can be spread from one person to another.

   These diseases are called _ _ F _ _ _ _ _ O _ _ _ _.

2. I learned that these _ _ F _ _ _ _ _ O _ _ _ diseases are caused

   by G _ _ _ _ _ .

   Listed below are some of the ways G _ _ _ _ _ _ are spread:

   a. _____

   b. _____

   c. _____

   Let's see what some of these G _ _ _ _ S look like under the microscope.

Bacteria

Virus

Fungi

Protozoa

3. Circle the picture that shows the group of germs that cause colds. Did you know there are more than 200 different kinds of germs in this group?

FOR INQUIRING MINDS: Do all germs cause disease?

LEARNING ABOUT HIV

INSTRUCTIONS: Answer the following questions about HIV.

1. AIDS stands for:

   A _____

   I _____

   D _____

   S _____

2. AIDS is caused by a _ _ _ _ _ called HIV.

3. HIV kills cells that are part of the _ _ _ _ _ _ system. (This system protects us from diseases.)

4. Name three ways HIV can be spread.

   1. _____

   2. _____

   3. _____

5. Name two ways you can avoid getting HIV infection.

   1. _____

   2. _____

HIV: FACT OR FICTION?

INSTRUCTIONS: Read each statement. Decide whether it is a FACT or FICTION.

	FACT	FICTION
1. No one has become infected with HIV by kissing.	_____	_____
2. HIV can be spread through sexual intercourse.	_____	_____
3. A person can become infected with HIV by using public bathrooms.	_____	_____
4. A person can become infected with HIV by swimming in pools.	_____	_____
5. Going to school with someone who is infected with HIV is dangerous.	_____	_____
6. HIV is spread by sharing drug needles.	_____	_____
7. Mosquitoes can spread HIV.	_____	_____
8. HIV can be spread from an infected mother to her unborn child.	_____	_____
9. AIDS and HIV infection are the same thing.	_____	_____
10. Babies cannot have AIDS.	_____	_____
11. Persons who have AIDS have damaged immune systems.	_____	_____
12. Some persons with HIV infection appear healthy and feel well.	_____	_____
13. You can become infected with HIV from sharing food.	_____	_____
14. People who don't know they are infected with HIV can spread the virus without knowing it.	_____	_____
15. There is a cure for HIV infection.	_____	_____
16. A person can make choices to avoid becoming infected with HIV.	_____	_____

THE LAST TIME I WAS SICK . . .

1. My PHYSICAL symptoms were . . .

I felt the following EMOTIONS . . .

Ways my SOCIAL life changed . . .

2. When I am sick, another person can help me feel better by . . .

3. When I am sick, my social health can be improved by . . .

4. People who have _____ could be helped by . . .

5. If I had a friend with _____, I would . . .

BEING FRIENDS WITH SOMEONE WHO HAS HIV INFECTION

There are many ways to help someone who has HIV infection. To find out more, fill in each blank below with one of the words from the list. Then fit the words into the crossword puzzle.

1. A person with HIV might feel _____ (2 down). I can help by being a _____ (6 across).
2. _____ (4 down) could do things together like going to a _____ (5 across) or _____ (7 across) bikes. Sometimes my friend may just want to _____ (1 across). I can be a good _____ (8 down).
3. If anyone makes _____ (9 down) about my friend, I can _____ (11 across) what I learned about HIV in _____ (10 down).
4. _____ (3 down) needs friends, just as I do.

WORD LIST

EXPLAIN	CLASS
MOVIE	EVERYONE
FRIEND	TALK
RIDING	WE
JOKES	AFRAID
LISTENER	

PROTECTING MYSELF AGAINST DISEASE

Everyone gets sick sometimes. But there are many things we can do to protect ourselves from becoming ill. We can protect ourselves from disease by guarding our physical, emotional, and social health. When we are healthy in all of these areas, we are at our best. These are the times we feel terrific!

Listed below are some ways to protect your health. See how many of these you do.

PHYSICAL Checklist

____ I have had all my immunizations.
____ I eat a balanced diet every day.
____ I will say "no" to drugs.
____ I exercise each day.
____ I get enough sleep to feel rested the next day.
____ I will say "no" to sexual intercourse.
____ I wash my hands before eating.
____ I will not smoke cigarettes.

EMOTIONAL Checklist

____ I feel good about myself.
____ I notice my feelings.
____ I tell friends how I feel.
____ I respect others.
____ When I am in a bad mood, I take time to do things I enjoy.
____ I spend some of my time alone.
____ I tell family members how I feel.

SOCIAL Checklist

____ I have at least one good friend.
____ I do things with others.
____ I choose good friends.
____ I do things with my family.
____ I spend some of my time with friends.
____ I am a friend to others.

PLEDGE

I pledge to protect my physical, emotional and social health.

_____
(your name)

I am signing this pledge to be a healthier person. I want to protect my body from getting infections and diseases.

NAME _____

Write your own way to say "NO"

* SAYING NO TO DRUGS. *

* SAYING NO TO TOBACCO. *

* SAYING NO TO ALCOHOL. *

* SAYING NO TO PLAYING WITH GUNS. *

HIV INFECTION WORD SEARCH

DIRECTIONS

All the words listed below can be found somewhere in the puzzle—horizontally, vertically, diagonally, even backwards. Find them and circle the letters.

AIDS	GERM	PHYSICAL	SYMPTOM
ANTIBODY	HIV	PROTECT	VIRUS
DISEASE	IMMUNE	SEMEN	
EMOTION	INFECTIOUS	SOCIAL	

I	A	D	E	S	E	M	E	N	L
C	N	E	S	A	E	S	I	D	A
A	T	F	C	G	E	R	M	L	C
N	I	G	E	N	U	M	M	I	I
O	B	S	O	C	I	A	L	H	S
I	O	O	S	H	T	V	I	H	Y
T	D	A	L	E	I	I	P	A	H
O	Y	I	T	C	E	T	O	R	P
M	P	D	I	A	V	I	R	U	S
E	I	S	M	O	T	P	M	Y	S

I CAN SAY NO

INSTRUCTIONS: Read the situation and write how you would say no.

CARLA

Carla is at Shauna's house with two other friends after school. Shauna's mother will not be home from work for several hours. Shauna takes some beer out of the refrigerator and passes it to her friends who take a drink. Shauna passes the beer to Carla and says, "If you don't drink some, you'll have to leave."

ROBERT

Robert has been asked to join a group called the Jaguars. The leader of the group tells Robert that he must become blood brothers with all the other Jaguars if he wants to be a member. Robert really wants to be a member of the group but knows that HIV and other infectious diseases can be spread through blood-to-blood contact. The leader says, "What's your problem?"

TOMOKO

Tomoko and her friends are spending the night together. Tomoko's older sister says she will pierce the girls' ears. Tomoko doesn't want her ears pierced. Her sister says, "You're such a big baby, Tomoko!"

CARLOS

Carlos is walking home from school when a neighbor begins to walk with him. The neighbor pulls some pills out of his pocket and offers them to Carlos. The neighbor says, "Go ahead and take them, everyone does it."

HIV INFECTION AND AIDS

This section of your Student Guide is about HIV infection and AIDS.

You have probably heard about this disease on the radio or on TV. Or you may have read about AIDS in the newspaper. You will also learn what you can do to keep from getting sick with HIV. Some of the words may be new to you. The new words appear in bold letters the first time they are used. The word in bold letters can be found in the glossary at the end of the *Student Guide*.

WHAT IS AIDS?

AIDS stands for Acquired Immunodeficiency Syndrome.

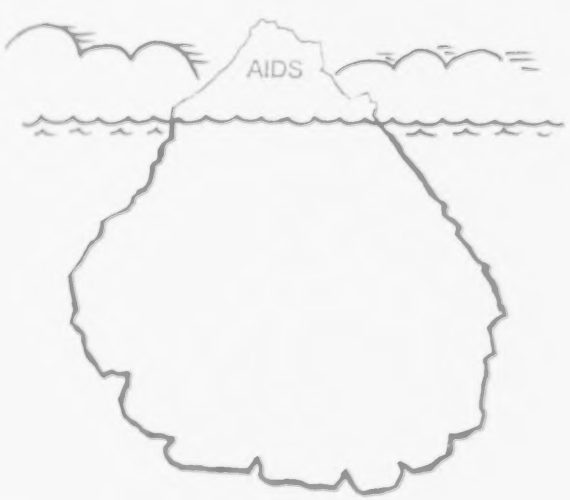
A - Acquired (to get or catch)
I - Immuno
D - deficiency (unable to fight disease)
S - Syndrome (a group of problems)

AIDS is caused by a **virus** called human immunodeficiency virus (HIV). When a person has **HIV** in his or her body, that person is said to have **HIV infection**. HIV infection can affect people in different ways:

1. Some people with HIV infection seem healthy and feel well even though they have the virus in their bodies.
2. Other people with HIV infection sometimes feel well, but at other times feel sick.
3. Other people with HIV infection get diseases that make them very sick.

People who are infected with HIV and who develop certain sicknesses are said to have AIDS. So far, no one with AIDS has gotten well.

How is HIV infection like an iceberg?



HIV INFECTION "ICEBERG"

Only a small part of an iceberg can be seen above the water.

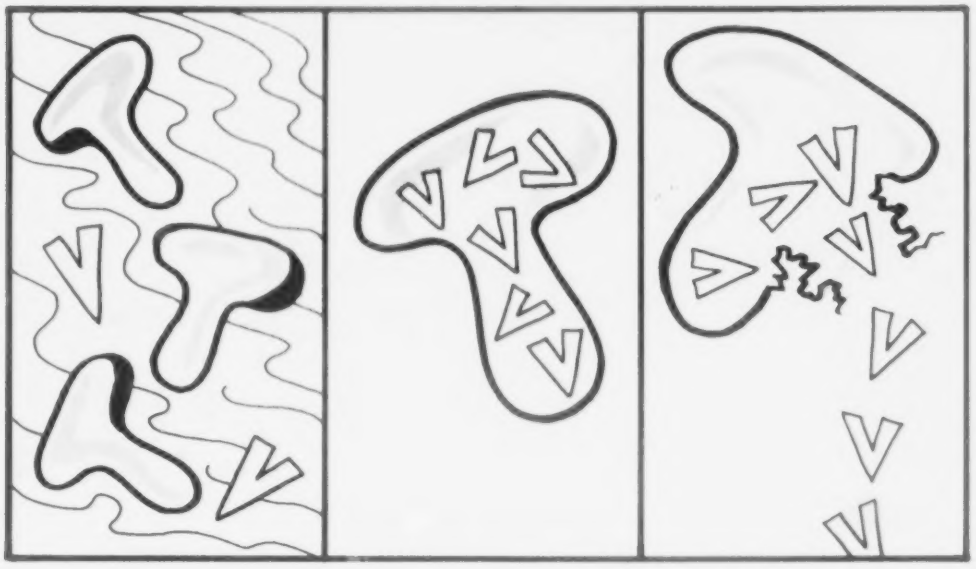
Only a small part of the people with HIV infection have AIDS.

WHO HAS HIV INFECTION?

Persons who have become infected with HIV live in every part of the world. They live in cities, in small towns, and in the country. Some are males and some are females. Teenagers and children have become infected with HIV as well as adults. People of every race are infected with HIV. People who have died of AIDS have been male and female, poor and rich, Native American, Asian, black, white, old, and young.

WHAT DOES HIV DO TO THE BODY?

When HIV gets inside the body, it changes cells of the **immune system** called **T-helper cells**. The job of the immune system is to **protect** a person from disease. T-helper cells are one part of the immune system. They move through the bloodstream like "scouts" looking for germs. When a T-helper cell finds a germ, it sends a message for special substances called **antibodies** to be made. The antibodies kill any germs that may enter the body. When HIV gets into a person's body, the virus enters the T-helper cells. Scientists tell us that HIV may hide inside the cells for many years. Or HIV may start to multiply. When HIV reproduces, the T-helper cell becomes so full of HIV that it bursts.



HIV are released into the body and enter other T-helper cells. This process is repeated many times until many T-helper cells are destroyed. Now there are very few T-helper cells to signal for antibodies. A person with few T-helper cells will get diseases that are **rare** for a person with a healthy immune system. These rare diseases are what makes the person feel so sick. People who have HIV infection and get certain diseases are said to have AIDS.

WHAT ARE THE SYMPTOMS OF HIV INFECTION?

Some persons who become infected with HIV begin to have **symptoms** in a few months. Or symptoms may not appear for many years. The first symptoms of HIV infection are much like those of the common cold or flu. The person may have tiredness, fever, loss of appetite and weight. Diarrhea, sweating at night, and swollen glands may also be symptoms of HIV infection.

Some people with HIV infection have these symptoms all the time. Others have the symptoms part of the time. As time goes on, the symptoms may come more often and become worse. People with these symptoms cannot tell if they have the HIV infection unless they have a blood test.

Many people who are infected with HIV will develop AIDS. People with AIDS often get a lung infection called **pneumocystis carinii pneumonia (PCP)** or a cancer, **Kaposi's sarcoma (KS)**. Many other diseases may develop. And some AIDS patients lose part of their normal brain functions.

HOW IS HIV INFECTION SPREAD?

A person does not become infected with HIV by everyday contact with people. So a person *cannot* get the virus from touching, hugging, or sharing food with someone who is infected with HIV. HIV can be spread to another person in only three ways:

1. **Sexual intercourse** is the most common way HIV is spread. When an infected person has sexual intercourse with an uninfected person, HIV may be passed from the infected person to the uninfected person. Both men and women who are infected with HIV can spread the virus to others during sexual intercourse.

2. The second most common way in which HIV is passed is through *blood-to-blood contact*. Some people who **abuse** drugs use needles to put the drugs into their veins. Any kind of drug use is dangerous unless it is under a doctor's or parent's direction. When people who are infected with HIV share drug needles, infected blood is passed from one person to another. Many drug abusers have become infected in this way.

Before 1985, some people who got blood **transfusions**, or certain products made from blood, became infected. Today, blood is tested before it is used. Now our blood supply is safe. A person cannot become infected from giving blood. All needles and equipment used to collect blood are **sterile**.

3. The third way in which HIV is spread is from an *infected mother* to her child. An infected mother can spread HIV to her baby before, during, or shortly after birth. Most children who have been infected with HIV were infected in this way. Very few of the AIDS cases in the United States occur in children.

HOW CAN HIV BE PREVENTED?

PEOPLE WHO ARE NOT INFECTED WITH HIV NOW, NEVER HAVE TO BE. A person can avoid getting HIV infection in two ways. The first way is by not having sexual intercourse until he or she is in a lifelong relationship with an uninfected person. The second way is by not using drugs.

1. Refusing to have sexual intercourse is one way to keep from getting HIV infection. Saying "no" to sexual intercourse is a healthy choice for young people. Everyone has the right to say "no" and each person deserves support for that choice. Young people are not ready for the health risks that come with sexual intercourse.

2. Refusing to use drug needles is the best way to keep from getting HIV infection through blood-to-blood contact. Saying "no" to drugs protects health in many ways. Drugs can change a person's ability to make good choices. For example, a person who would not have sexual intercourse may do so after using alcohol or other drugs.

Scientists and doctors are working very hard to find a way to cure people who have HIV infection. Until a cure is found, we can all learn about this disease and take steps to protect ourselves and others. In this way, we can join in the fight against the spread of HIV infection.

GLOSSARY

ABUSE - Wrong use.

AIDS (acquired immunodeficiency syndrome) - A disease caused by a virus that damages the body's immune system.

ANTIBODIES - Substances in the blood that fight disease.

BACTERIA - Microorganisms (germs); some are helpful and some can cause disease.

EMOTIONAL - Having to do with feelings.

EMOTIONS - Feelings.

HIV - Human immunodeficiency virus; the virus that causes AIDS.

HIV INFECTION - Having HIV.

IMMUNE SYSTEM - The body system that protects a person from disease; consists of special cells in the blood and body fluids.

IMMUNIZATION - A medicine that protects from disease.

INFECTIOUS - Catching; tending to spread.

KAPOSI'S SARCOMA (KS) - A cancer that is sometimes seen in persons with AIDS. It appears as pink or purple spots on the skin.

PHYSICAL - Having to do with the body.

PNEUMOCYSTIS CARINII PNEUMONIA (PCP) - A lung infection usually caused by a protozoa. It is the most common cause of death for persons with AIDS, but it is rare in people with healthy immune systems.

PROTECT - To shield from injury or harm; to guard.

PROTOZOA - One-cell microscopic organisms; some can cause disease.

RARE - Uncommon; unusual.

— MORE —

SEXUAL INTERCOURSE - Sexual contact between two people.

SOCIAL - Having to do with human beings living together.

STERILE - Free from microorganisms (germs).

SYMPTOMS - Changes in a person's health that can be seen or felt.

T-HELPER CELLS - Cells that are part of the immune system.

TRANSFUSION - The transfer of blood from one person to another.

VIRUS - The smallest organism that can cause disease.

PHONE NUMBERS

If I need information about HIV Infection and AIDS, I can call:

National AIDS Hotline

1-800-342-AIDS (English)

1-800-342-SIDA (Spanish)

1-800-AIDSTTY (Hearing Impaired)

(in Alaska and Hawaii call the local health department)

OR

National AIDS Information Clearinghouse
1-800-458-5231

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END

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